DOCUMENT RESUME

ED 221 701 CE 033 830

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TITLE Prevocational Exploration Guidance. Competency Based Curriculum.
INSTITUTION West Virginia State Vocational Curriculum Lab., Cedar Lakes.
SPONS AGENCY West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
PUB DATE Jan 82
NOTE 286p.
AVAILABLE FROM Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

EDRS PRICE MF01/PC12 Plus Postage.
DESCRIPTORS Behavioral Objectives; Career Choice; *Career Exploration; Career Guidance; Communication Skills; Competence; *Competency Based Education; Decision Making Skills; Educational Needs; Educational Resources; Employment Interviews; Employment Potential; Evaluation Methods; Grade 9; Grade 10; High Schools; Job Application; Job Skills; Learning Activities; Lesson Plans; Occupational Information; *Prevocational Education; Self Evaluation (Individuals); State Curriculum Guides; Teaching Methods; *Units of Study; Values Clarification; Vocational Aptitude; Vocational Education
IDENTIFIERS *West Virginia

ABSTRACT

This competency-based curriculum for prevocational exploration in West Virginia provides experiences at grades 9 and 10 related to exploring careers and educational programs for those careers. The guidance units are designed to assist the counselor in providing activities that relate to ongoing hands-on activities in prevocational business, environmental, industrial, and service exploration laboratories. The curriculum is organized into two sections and divided into 24 units covering the following topics: Dictionary of Occupational Titles; personal characteristics inventory; job interviews; driver's license and Social Security applications; resumes; employment applications; job openings; occupational choices; vocational and educational choices; occupational choices and personal satisfaction; non-verbal communication; written and oral communication skills; career options as related to lifestyles; education for chosen occupations; components of a career; goals; personality and values; aptitude and interests; information sources about occupations; type of work activities; interpersonal relations; working conditions and physical demands; and decision making. Each unit contains a task, a competency, suggested resources, notes to the teacher, learning objectives, evaluation procedures, information sheets, and work sheets. (KC)

ED221701

Competency Based Curriculum

for

PREVOCATIONAL EXPLORATION

GUIDANCE

Section 1 Prepared by:

West Virginia Prevocational Exploration Counselors

Section 2 Prepared by:

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Dunbar High School
Dunbar, West Virginia

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This curriculum was developed through the cooperation and support of the Bureau of Vocational, Technical and Adult Education, West Virginia Department of Education, Charleston, West Virginia.

January 1982

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PREFACE

It is with great pleasure that we bring you another West Virginia competency based education (CBE) curriculum. This competency based Prevocational Exploration Guidance curriculum was developed by West Virginia Prevocational Exploration Counselors and Joan Douglas and Virginia Robson of Dunbar High School. The effort was coordinated by staff of the West Virginia Department of Education, Bureau of Vocational, Technical and Adult Education.

This document is organized into two sections and divided into 24 units. Titles are listed in the Table of Contents.

The competency based Prevocational Exploration Guidance curriculum was disseminated to West Virginia prevocational instructors in the winter and spring of 1982. Additional copies of this curriculum are available from the:

Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, West Virginia 25271
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We trust this material will be of assistance in your program. Any suggestions you may have for improving this curriculum may be sent to our Vocational Curriculum Laboratory. Through this feedback we plan to continually update and revise our materials.

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Clarence E. Burdette

Clarence E. Burdette
Assistant State Superintendent of Schools

INTRODUCTION

The prevocational exploration program provides experiences at grades 9 and 10 related to exploring careers and educational programs for those careers.

The guidance units are designed to assist the counselor in providing activities that relate to ongoing hands on activities in the prevocational exploration laboratories. The laboratories are Business, Environmental, Industrial and Service.

The units would be taught or administered in such a manner that they would actually supplement the hands on activities.

The guidance units would be taught one period per week in each of the laboratories, thereby utilizing four periods per week of counselor time.

There are two sets of materials that are available in this curriculum. The first set of materials was developed after a series of summer workshops and is a compilation of those.

The second set was developed by Joan Douglas and Virginia Robson, counselors at Dunbar High School, to work in conjunction with their prevocational program.

Other guidance materials may be better suited for use in your prevocational program. One suggested resource is the Appalachian Educational Laboratories' "Career Decision Making Program."

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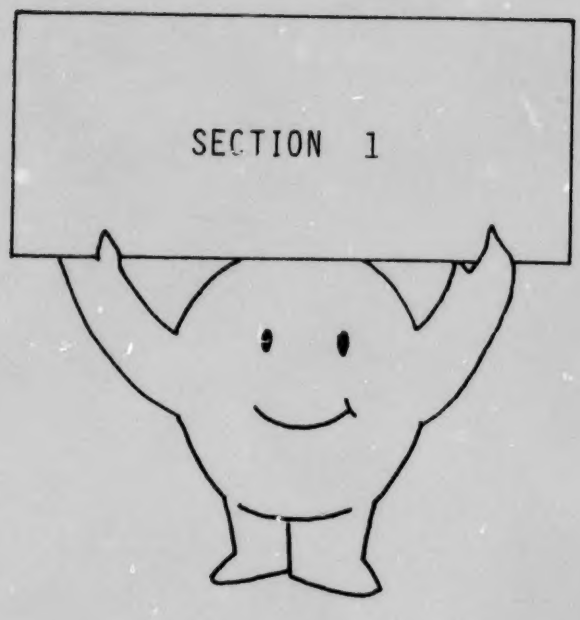

SECTION 1

PREVOCATIONAL GUIDANCE

TASK: Using the Dictionary of Occupational Titles (DOT)

COMPETENCY: Locating occupational choices in the DOT

SUGGESTED RESOURCES

1. Pamphlet - How to Use the New D.O.T., by Dr. Joseph E. Barger. Chronicle Guidance Professional Service; Chronicle Guidance Publications, Inc., Moravia, New York.

2. Dictionary of Occupational Titles, 3rd edition. 1965. U.S. Dept. of Labor, Manpower Administration. Order from:
   Supt. Documents
   U.S. Government Printing Office
   Washington, D.C. 20402

Have at least 5 copies of the DOT available for student use.

FOR THE TEACHER:

The Dictionary of Occupational Titles was primarily developed for personnel engaged in placement, counseling and others concerned with the use of occupational information in vocational, personal, and related services and activities.

Most jobs are defined in broad general terms and may not directly coincide exactly with specific jobs in a given locality.

How did publishers get this information?

1. Job analyses - involving direct observations and interviews with workers, consultations with supervisory personnel, or both.

2. Utilizing data from employers, trade associations, labor organizations, professional societies, and public employment offices.

There are two volumes: Volume I gives job definition; Volume II gives occupational classification and code.

TASK: Using the Dictionary of Occupational Titles (DOT)

COMPETENCY: Locating occupational choices in the DOT

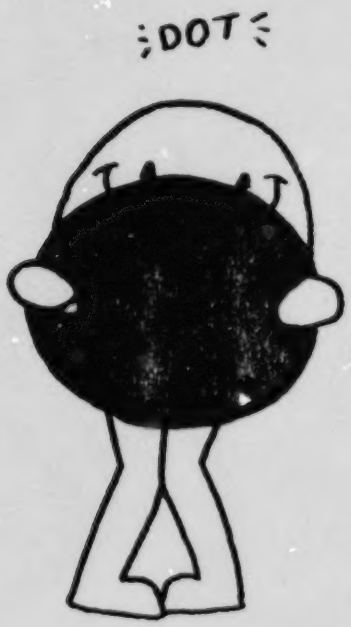
LEARNING OBJECTIVES

After completing the learning activities, students will be able to:

1. Identify DOT classification scheme and code.
2. Use DOT to define specific job titles.
3. Identify worker traits for occupational group area, or specific job titles.

EVALUATION PROCEDURES

Instructor's evaluation of individual student's proficiency in using DOT and discussion of work sheets.



LEARNING ACTIVITIES

1. Explanation by instructor as to basic need for DOT in school and what it is.

2. Read the information sheets and examples; have discussion.

3. Complete the work sheets on job titles and code usage.

EVALUATION PROCEDURES

Instructor's evaluation of individual student's proficiency in using DOT and discussion of work sheets.

INFORMATION SHEET A

Volume I

Job Definitions

There are 21,741 separate occupations defined which are also known by 13,809 additional titles making 35,550 titles defined. This edition contains 6,432 jobs new to DOT.

All job titles are arranged in alphabetical order. Other names for the same job are also included. See the example below for Cataloger. There is a full reference given. If you looked under the job title Descriptive Cataloger, you would find a cross reference to Cataloger.

Example: Descriptive Cataloger, see Cataloger.

What information is included in this job definition? It tells what gets done, how it gets done, and why it gets done.

Example: Cataloger (library) 100.388 catalog librarian; descriptive cataloger. Compiled information on library materials, such as books and periodicals, and prepares catalog cards to identify materials and to integrate information into library catalog; verifies author, title and classification number.

Other types of information which may be included in a job definition are:

1. The functions performed by the worker.
2. Significant aptitudes, interests and temperaments required by the job.
3. Critical physical demands and working conditions.

INFORMATION SHEET B

Volume II

Occupational Classification and Code

1. Individual occupations are identified by a 6-digit code. Example: Job, Auto Mechanic 620.281.

2. This 6-digit number identifies two arrangements of jobs. The first three digits (620) refers to the Occupational Group Arrangement and the second three digits (281) refer to Worker Traits Arrangement.

Let's learn about the first three digits, the Occupational group digits. They reflect the work field, purpose, material, product, subject matter, service, generic term and/or industry of occupations.

The first digit reflects one of nine general occupational categories. They are as follows:

1 Professional, technical and managerial occupations

2 Clerical and sales occupations

3 Service occupations

4 Farming, fishery, forestry and related occupations

5 Processing occupations

6 Machine trades occupations

7 Bench work occupations

8 Structural work occupations

9 Miscellaneous occupations

These categories can be further divided into eighty-four 2 digit divisions. The eighty-four 2 digit divisions are sub-divided into 603 distinctive 3 digit groups. For a full list of these, refer to pages 3 through 24 in DOT. See example on page 6.

Example of using 2nd and 3rd digits:

2 Clerical and Sales Occupations

20 Stenography, typing, filing and related areas

201 Secretaries

Worker Traits arrangement:

Now you have learned what the first three digits are. The 2nd 3 digits located to the left of the decimal point refer to work traits in relation to Data, People, and Things. They express the level of complexity at which the job requires the worker to function.

DATA (4th digit)

0 Synthesizing
1 Coordinating
2 Analyzing
3 Compiling
4 Computing
5 Copying
6 Comparing
7 No significant relationship
8 No significant relationship

PEOPLE (5th digit)

0 Mentoring
1 Negotiating
2 Instructing
3 Supervising
4 Diverting
5 Persuading
6 Speaking - signaling
7 Serving
8 No significant relationship

THINGS (6th digit)

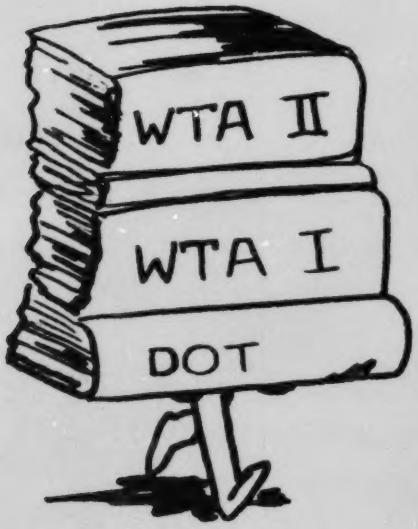
0 Setting-Up
1 Precision Working
2 Operating-Controlling
3 Driving-Operating
4 Manipulating
5 Tending
6 Feeding-Offbearing
7 Handling
8 No significant relationship

Use this code in helping you to understand the examples located on the next sheet.

Examples of DOT Code Worker Traits:

JOB TITLE	DOT CODE	DOT CODE MEANING
High School Teacher	091.228 (Things)	8 - No sign. relationship
	(People)	2 - Instructing
	(Data)	2 - Coordinating
Stock Clerk	223.387 (Things)	7 - Handling things
	(People)	8 - No sign. relationship
	(Data)	3 - Compiling

For further information on job qualifications in certain group areas, you may want to use the Worker Traits Arrangements in Volume II.



WORK SHEET #1

Occupations

Using the DOT, briefly describe the following job titles:

1. Back Washer -

2. Frog Shaker -

3. Banana Spotter -

4. Car Whacker -

5. Bank Boss -

6. Kiss Setter -

7. Jogger -

8. Hand Shaker -

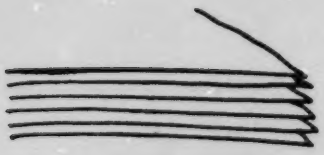
9. Bead Builder -

10. Tie Puller -

WORK SHEET KEY

Occupations

1.	Back Washer (589.885)	Tends machine that washes textiles.
2.	Frog Shaker (521.887)	Shakes cured tobacco to separate leaves.
3.	Banana Spotter (754.887)	Works with molds in plastics industry.
4.	Car Whacker (910.887)	Prepares railroad cars for loading.
5.	Bank Boss (851.137)	Supervises dredging operations.
6.	Kiss Setter (529.887)	Shapes and wraps candy kisses.
7.	Jogger (659.887)	Aligns edges of piles of printed or blank paper.
8.	Hand Shaker (405.887)	Shakes dirt from peanut vine.
9.	Bead Builder (750.884)	Builds rubber tire beads.
10.	Tie Puller (929.885)	Operates machine that compresses and binds loose materials together.



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WORK SHEET #2

Step 1. In Table I at the bottom of this page, write the names of five jobs which are interesting to you.

Step 2. Use the information sheet on worker traits arrangement and make an estimate of the correct code to describe this job. Record this estimate in Table 1.

Step 3. Use Volume I or II of the DOT and look up the DOT code designation for each job. Compare these designations to your estimate.

Table I

	NAME OF JOB	STUDENT'S ESTIMATE OF THE CORRECT CODE	DOT CODE DESIGNATION
1.	_____	XXX._ _ _	_____
2.	_____	XXX._ _ _	_____
3.	_____	XXX._ _ _	_____
4.	_____	XXX._ _ _	_____
5.	_____	XXX._ _ _	_____

PREVOCATIONAL GUIDANCE

TASK: Inventories his/her personal characteristics

COMPETENCY: To complete a personal characteristic inventory of yourself

SUGGESTED RESOURCES

Filmstrips:

A. "Getting To Know Me", Eye Gate House, Jamaica, N.Y., 11435, 1969.
   1. Adolescent "Know Thyself"
   2. Physical Development
   3. Mental Development
   4. Emotional Development
   5. Social Development
   6. How To Adjust

B. "Leisure Time", Eye Gate House, Jamaica, N.Y., 11435, 1969.
   1. Time To Be Yourself
   2. "Have You Tried"

C. "Your Personality", Guidance Associates, 757 Third Avenue, New York, N.Y., 10017.

Game:

A. Making Sense of Our Lives, Argus Communication, 7440 Natchez, Niles, Illinois, 60648.

Book:

A. Harris, Sydney. Winners and Losers, Illinois; Argus Communications, 1968.

TEACHER NOTES:

Career development should add a new dimension to a person's ability to select an occupation in which his personal characteristics help achieve his/her occupational goals. Students should be given an opportunity to survey their personal characteristics.

TASK: Inventories his/her personal characteristics

COMPETENCY: To complete a personal characteristic inventory of yourself

LEARNING OBJECTIVES

To provide experiences that will enable you to identify your personal characteristics. You will write a biographical sketch for your file.

EVALUATION PROCEDURES

The teacher will provide enough activities for each student to participate in. Evaluation will be made by observation.

LEARNING ACTIVITIES

1. View the film "Your Personality".

2. Do one or more of the activities from the guide examples:

   a. Make two columns, list facts about you, about appearance; column two - facts you cannot change. What is left? How willing are you to change?

   b. In small groups list what you like, dislike about the opposite sex. Compare the two lists.

3. Either in small groups or individually, have students choose filmstrips on personality and development. Have discussion groups.

4. Choose games and books of interest to you from a list made up by the teacher.

5. Write a biographical sketch to be kept in your private folder to add to, or delete, or change as the year progresses. Give this to your teacher. At the end of the school year, your folder will be returned to you. You may wish to write a paper for your school folder about your personal characteristics; if so, place it in your folder.

EVALUATION PROCEDURES

The teacher will provide enough activities for each student to participate in. Evaluation will be made by observation.

PREVOCATIONAL GUIDANCE

TASK: Identifies and practices appropriate behavior for an employment interview

COMPETENCY: Interviewing for a job

SUGGESTED MATERIALS AND RESOURCES

Career Exploration and Planning
Bruce Shertzer
Houghton-Mifflin Co.
Boston, Mass.; 1973

"Getting a Job is a Job" - 16mm film
Dubie-Dash Productions
4949 Hollywood Blvd. (Suite 208)
Hollywood, California 90027

"Occupational Essentials"
David J. Richter
H. C. Johnson Press, Ins.
Vocational Education Division
P.O. Box 4156-1800 Broadway
Rockford, Illinois 61110

16mm Projector/Screen

"Applying For a Job" - 16mm film
National Audio-Visual Center
Washington, D. C.

Succeeding in the World of Work
McKnight Publishing Co.
Blooming, Illinois
2nd Edition; 1975

"Your Job: Fitting In" - 16mm film
Coronet Instruction Films
65 E. South Water St.
Chicago, Illinois 60601

Video Tape Recorder and Tape

TASK: Identifies and practices appropriate behavior for an employment interview

COMPETENCY: Interviewing for a job

LEARNING OBJECTIVES

After completing the learning activities, you will be able to:

1. Explain purpose of interview.
2. Name 6 things you can do to prepare yourself for the interview.
3. List 3 things your prospective employer will look for during the interview.
4. Complete a mock interview with video tape recorder.
5. View video tape and evaluate this interview.

EVALUATION PROCEDURES

You will evaluate your role-playing activity on the Evaluation Form, page 6, with the aid of the video tape recorder. Your work sheet will be evaluated.

LEARNING ACTIVITIES

1. View the 16mm film, "Applying for a Job." This film will help you understand the purpose of an interview. Not only should it give your employer information about you, but you can learn more about the job and working conditions.

2. Be prepared before you go to the interview:

   a. Be aware of your appearance. Dress neatly and conservatively.
   b. Get to the interview on time. Punctuality is very important.
   c. Think of questions you may want to ask about the job. (Please use Work Sheet, Part A, page 5 and explain why you want to know these things). Write these questions down and take them with you to the interview (mock).
   d. Be courteous. Once the interview is complete, ask your questions and leave.
   e. Take notes if you wish.
   f. Thank the person for the interview and if no mention is made of letting you know if you are hired, ask when you may be expected to hear from the employer.

   Complete Work Sheet #1, Part A, page 5, if you have not done so at this time. These questions can be used in a later activity.

3. Think of questions your prospective employer may want to ask you. Be sure to include questions about your qualifications and work experience. Use Work Sheet #1, Part B, page 5 to complete this activity.

4. Check with page 6, Parts A and B, to see if you included these questions and know the answers to these questions.

5. Another student and you should read together Information Sheet A-1, "How To Do It" interview on page 7. When you finish, complete Work Sheet #2, "Purposes of a Job Interview", page 10.

6. Read Information Sheet A-2, "Purpose of a Job Interview", page 11 to check answers on Work Sheet #2.

7. Check with page 13 to see if you included everything on Work Sheet #2, page 10.

8. With the same person as in Activity 5, read together Information Sheet B, "How Not To Do It" interview on page 14. Separately, complete Work Sheet B, "Do's and Don'ts for a Job Interview", page 17.

9. Check Work Sheet B on page 17 with the answers on page 18.

10. Read Information Sheet C, page 19 and complete Work Sheet C, page 21.

11. Check Work Sheet C with the key on page 22.

12. An employer does not hire you because you need a job. He hires you, if it is you, because he needs someone to provide a service for him, so it is up to you to show him that he needs you as much as you need the job. The purpose of any interview is to give the interviewer an opportunity to learn something about you. There are several things that an employer looks for during an interview.
Read Information Sheet D, "What Employers Look for During An Interview", page 23 and "Why People Aren't Hired", page 24. Complete Work Sheet D, "Why People ARE or AREN'T Hired", page 26 and 27. Check your answers on page 26 and 27 with those on page 28.

13. Role playing - You will work in combination with several other students and set up a mock interview. The others in the class can listen and watch carefully to see which applicant would most likely be hired. You will need an interviewer and several applicants. Choose an area or job of interest to interviewer and applicants. (These topics will change from group to group. Each student should have the opportunity to be an applicant). The interviewer should use the previous Work Sheets and ask questions and complete the interview. Keep in mind that these mock interviews can only get you started and help you be aware of what an interview is like. It would be very beneficial to actually talk to an employee who has been through a real interview before your interview. These interviews will be video-taped. Discuss the correct and incorrect behavior shown in the interviews. Complete the Evaluation on page 29.

14. Interviewing applicants. Read about the four applicants on pages 30 and 31 that applied for the job of salesperson in a men's department store. Tell which one you would hire and why on page 31.

15. Complete Work Sheet F on page 32. Check your answers on page 32 with those on page 33.

EVALUATION PROCEDURES

You will evaluate your role-playing activity on the Evaluation Form, page 29, with the aid of the video tape recorder. Your work sheets will be evaluated.

WORK SHEET #1

Part A

Questions you may want to ask your prospective employer:

Part B

Questions your prospective employer may want to ask you:

POSSIBLE SAMPLE QUESTIONS FOR WORK SHEET

Part A

Questions you may want to ask your prospective employer:

1. What will be the specific duties of this job?
2. What special abilities or characteristics are required for this job?
3. What is the pay range or scale?
4. What are the fringe benefits? (insurance, vacation, etc.)
5. What are the opportunities for advancement?
6. How do you notify me of employment?

Part B

Questions your prospective employer may want to ask you:

1. What are your personal interests and activities?
2. What is your past work experience?
3. What are your grades?
4. When can you start to work?
5. What are your long-range plans?

He will also observe your appearance, personality, and interest in the job.

INFORMATION SHEET A-1

"HOW TO DO IT" INTERVIEW

John Thomas: "Good Morning."

Mr. Davis: "Good Morning."

John: "You're Mr. Davis?"

Davis: "Yes."

John: "My name is John Thomas, and I would like to talk with you about the circuit outlay position."

Davis: "Fine, have a seat, please."

John: "Thank you. The secretary in your outer office asked me to hand you these papers."

Davis: "Thank you." (Going through the papers.) "It's beginning to warm up out there, isn't it?"

John: "Yes, it is. The morning forecast said it would be in the low 90's by noon."

Davis: "Well, that's the way it is here, snow and cold and then it's summer."

John: "Yes, sir. I've lived here since 1967."

Davis: "Did you drive in this morning?"

John: "Yes, I drove in shortly after the rush hour."

Davis: "Did you use the Lincoln Drive?"

John: "Well, partway. I joined the Lincoln Drive at Curve Exchange. There were a couple of accidents. The traffic moved rather slowly."

Davis: "That's quite an expressway. If it gets more complicated, I'll need a radar fix to find my way home. I live in Dover."

John: "Yes, that is some freeway."

Davis: "Are our Blue Devils going to win the championship this summer?"

John: "I sure hope so, that D. J. Richards is some ballplayer."

Davis: "Let's see now. What is it you're interested in?"

John: "I'm interested in the circuit outlay pressboard operator's job that your firm listed with the employment office. Are the pressboard machines operated with an overhead drill press?"

Davis: "Yes, we use Mason presses."

John: "Exactly what stages of the circuit outlay system is the operator responsible to complete?"

Davis: "Well, I'm not really in a position to outline technical procedures. Let me call the shop foreman and have him talk with you." (Telephone conversation.) John, the shop foreman will be up in about twenty minutes to talk with you."

John: "Fine."

Davis: "Are there other questions that you have at this time?"

John: "Yes, Is the operator required to make his own change-over adjustments?"

Davis: "Here again, I would prefer this question be answered by our shop foreman."

John: "OK."

Davis: "Would you describe your educational background?"

John: "I graduated from East High School in 1962. I attended evening school at Morris Technical Training School for one year studying electronics, and I completed a 52 week course in circuit outlay while in the Navy."

Davis: "What work experience have you had?"

John: "While attending Morris, I worked at the East End Electronic Shop. I cleaned up the shop, kept the parts in stock and ran for parts. I have a year's experience in the circuit outlay."

Davis: "What are your ideas on salary?"

John: "I'm willing to start at the beginning scale. What is the beginning scale for this job?"

Davis: "The starting wage is $3.12 an hour."

John: "Is this for day work?"

Davis: "Yes."

John: "Will there be a chance to work overtime?"

Davis: "Yes, there may be some overtime work. Overtime pays time and a half and night shift pays $3.50." (Pause) "How soon can you come to work?"

John: "I'm ready to go to work today."

Davis: "Mr. Burnside, our shop foreman, is here to see you now. After you talk with him, would you come in and we'll fill out other papers."

John: "Fine, thank you Mr. Davis."

WORK SHEET #2

PURPOSES OF A JOB INTERVIEW

The purpose of any interview is to give the interviewer an opportunity to learn something about you.

After reading Information Sheet A-1, list the four things that an interviewer would want to find out about you.

1.

2.

3.

4.

NOTE: Once you have listed the four things an interviewer is looking for in an interview, read Purpose of a Job Interview, page 11 to check your answers.

Return to the Learning Activities sheet, and complete Activity #6.

INFORMATION SHEET A-2

PURPOSE OF JOB INTERVIEW

Every successful job search reaches its climax in one type of action - an interview with the prospective employer, or a personnel director. It is to make both the employee and the employer see the reasons why it will be to their mutual advantage to work together.

The purpose of any interview is to give the interviewer an opportunity to learn something about:

1. Your personality.

   Your personality is made up of traits which set you apart as an individual. We all have good and bad traits, but just as no two people have exactly similar thumbprints, no two people possess the same personality pattern. However, personality traits, unlike thumbprints, are within your own control and undesirable traits can usually be corrected at will.

   Personality can be divided into four areas. Each area plays an important role in determining your personality and can make the difference between a good and a bad job interview.

   A. How you look.

      Companies will rate you on your personal appearance. What is important is the right selection of clothes that fits your personality, the season, the kind of job applying for, and the way you wear your clothes. Not only the kind of clothes you wear is important, but also your grooming and state of health are essential for a good appearance. These are usually within the reach of everyone.

   B. How you feel.

      How you feel is reflected by the way you act, how and what you say, and the expression on your face.

   C. What you say.

      Be interested, eager and pay attention to what is being said. A good listener is always welcome. Think before you speak and have something to say before you say it. Your voice plays an important role in what you say and how you say it. Employers like to hear a good tone voice. Practice voice control, good diction and use correct grammar.

   D. What you do.

      Your conduct shows what kind of person you are. Your manner, behavior and what you do reflects your personality as much as how you look, feel and talk. What you do, your behavior is displayed in many places whether it be in sports, driving an automobile, or walking down the street. All of us should have poise, the surface traits noticed by people. Poise also means ease in meeting people.

Be confident, look alert, practice good posture and control your emotions. All of these will help your personality rating as an employee.

2. Your education and training.

3. Your work experience.

4. References you can give.

WORK SHEET A KEY

The four things that an interviewer wants to find out about you during an interview are:

1. Your personality
2. Your education and training
3. Your work experience
4. Your references you can give

INFORMATION SHEET B

"HOW NOT TO DO IT" INTERVIEW

John Smith: "You the guy they told me to see about a job here?"

Mr. Davis: "I don't know if I'm the person you are supposed to see or not, but my name is John Davis. May I help you?"

John: "Yeah, here are some papers they told me to give you."

Davis: (Going through the papers.) "It's beginning to get warm out there, isn't it?"

John: "Yeah."

Davis: "I see you're from West-Town."

John: (No response.)

Davis: "Did you drive in this morning?"

John: "Huh? Yeah."

Davis: "Did you use the Lincoln Drive?"

John: "Huh?"

Davis: "I said, did you drive in on the South Expressway?"

John: "Oh, yeah."

Davis: "That's quite an expressway. If it gets more complicated, I'll need a radar fix to find my way home. I live in Dover."

John: (No response.)

Davis: "Are our Blue Devils going to win the championship this summer?"

John: "I don't know."

Davis: "Let's see, your name is John Smith? Well, John, just what kind of job are you interested in?"

John: "Well, I don't know, ah, ah, something here in the plant. What do you have?"

Davis: "As you know our company is large and operates in a wide range of fields. I assume you are familiar to some degree with our company? In what area do you have specific training?"

John: "Ah, well, I don't know exactly, but I've done several things. Ah, I just want a job, just something I can make pretty good money at or something to set started on. I'll take any job. I'm willing to, you know, try anthing as long as I can do it. They told me you were hiring and I thought I'd see what you had - thought maybe I could get a job."

Davis: "Yes, well, I need to know something about your experience and interest."

John: "You hired a friend of mine, and he lives out there with me, and we went to school together.?

Davis: "Can you tell me what work experience you've had?"

John: "I was in the Navy, the United States Navy, and they told me what I did would get me a job when I got out, but before, I worked at a steel plant. That was one summer, and I quite that or they cut back and laid some of us off, it was summer work anyway, just for the summer. And, ah, after that, I went to the Navy - ah, no, before that or before I went in, I got a part-time job at one of the stores in, ah, oh, out in that place near the airport."

Davis: "Country Town?"

John: "Yeah, No, it was out there, ah, ah."

Davis: "Lambert?"

John: "Yeah, I think so. I forget what the name of the place was. It was right next to that new store out there."

Davis: "I see. Would you describe your educational background?"

John: "I took a course in the Navy when I was in Florida, and I put - ah, you know - these things on a board in a certain order, it was one of these, ah, wiring courses."

Davis: "Electronics?"

John: "Huh?"

Davis: "Was it electronics?"

John: "No."

Davis: "High school?"

John: "No."

Davis: "You haven't any?"

John: "No."

Davis: "Not any?"

John: "No."

Davis: "Elementary school?"

John: "Yeah."

Davis: "How much?"

John: "You mean years?"

Davis: "Yes."

John: "Ah, eight, yeah, eight years."

Davis: "Did you graduate?"

John: "From elementary school?"

Davis: "Yes."

John: "Yeah." (Pause.) "Ah, what does this job pay?"

Davis: "The salary varies depending on experience, education and training. Well, why don't I keep your application here and if anything comes up, we'll call you."

John: "Ah, yeah, OK."

WORK SHEET B

Do's and Don'ts For a Job Interview

After reading Information Sheet A-1 and B, complete the blanks by either adding a DO or a DON'T before the sentence.

1. _____ smile or at least look pleasant.
2. _____ show your eagerness by your walk.
3. _____ take anyone with you.
4. _____ sit until you have been invited to do so.
5. _____ emphasize your need for a job.
6. _____ call yourself "Mr." or "Miss."
7. _____ be overly friendly.
8. _____ sell qualifications rather than need for job.
9. _____ look at the interviewer while he questions you.
10. _____ stress your interest in your work.
11. _____ critize former employers or workers.
12. _____ answer questions directly and truthfully.
13. _____ ask about salary, working hours, or vacation policies immediately.
14. _____ dress appropriately for the job interview.
15. _____ thank him when the interview is over.

NOTE: Return to Learning Activities Sheet, Activity #9.

WORK SHEET B KEY

1. DO
2. DO
3. DON'T
4. DON'T
5. DON'T
6. DON'T
7. DON'T
8. DO
9. DO
10. DO
11. DON'T
12. DO
13. DON'T
14. DO
15. DO

INFORMATION SHEET C

Be Prepared

It takes a little time and effort to prepare fully for a job interview. Going into an interview unprepared may cause you to lose that job.

What do you need to be fully prepared for that job interview? Following below are eight major areas you will have to know, to do, and to consider in preparing for the interview to be ready to impress that employer.

1. Learn all you can about the company.

    a. Different products or services offered
    b. Kinds of jobs available
    c. Hiring policies and practices
    d. Is it a stable company
    e. Salary scale for the job you are seeking
    f. Attempt to find out interviewer's or personnel manager's name

2. Gather together, assemble and have all necessary papers arranged.

    a. Personal data sheet
    b. Work records
    c. School records
    d. References (who know your work and character)
    e. Social security card
    f. Special training certificates
    g. Other necessary papers

3. Know what you have to offer.

    a. Training you have had
    b. What you have done (casual, etc.)
    c. What you can do
    d. What kind of job you want

4. Know why you want to work for the firm.

    a. Be able to stress your education, training, experience, interest in the field and that it offers opportunities for a person like you

5. Get a good night's rest.

6. Dress appropriately for the job and be well groomed.

7. Think positive.

8. Additional points to remember.

   a. Be certain that you take your pen and that it writes. Any color other than blue or black is not recommended.

   b. Take no chance on being late or rushed. Get ready for your interview early.

   c. Prepare to go alone. The employer is interested in you and not your father, mother, sister, brother, cousin, or friend. Stand on your own two feet. Your companion will not be able to help you on the job.

   d. Remember, the employer can benefit from the kind of service you can offer. Be sure, confident, but not cocky.

WORK SHEET C

"BE PREPARED

It takes a little time and effort to prepare fully for a job interview. Below are some major areas you will have to know, to do, and to consider in preparing for the interview.

Write the heading above each group that you feel best describes the things listed in that group.

1. _____
   a. work records
   b. personal data sheet
   c. school records
   d. references

2. _____
   a. kinds of jobs available
   b. find out interviewer's or personnel manager's name
   c. hiring policies and practices
   d. different products or services offered

3. _____
   a. what you can do
   b. training you have had
   c. what you have done
   d. what kind of job you want

4. _____
   a. stress interest in your work
   b. sell qualifications rather than need for a job (stress your education, training, experience)
   c. stress that the firm offers opportunities for a person like you

5. _____
   a. act alert, attentive
   b. stand up and sit up straight

6. _____
   a. be well-groomed
   b. dress appropriately for the interview

7. _____
   a. display confidence and sureness
   b. be yourself
   c. be as poised as possible

Major areas to be concerned with:

Think positive
Dress appropriately for the job and be well-groomed
Know what you have to offer
Gather together, assemble and have all necessary papers arranged
Learn all you can about the company
Get a good night's rest
Know why you want to work for the firm

WORK SHEET C KEY

"BE PREPARED"

1. Gather together, assemble and have all necessary papers arranged.
2. Learn all you can about the company.
3. Know what you have to offer.
4. Know why you want to work for the firm.
5. Get a good night's rest.
6. Dress appropriately for the job and be well-groomed.
7. Think positive.

INFORMATION SHEET D

WHAT EMPLOYERS LOOK FOR DURING INTERVIEW

1. Personal interests and activities.

   a. Hobbies.
   b. Recreational and cultural interests.
   c. Participation in extra curricular activities.
   d. Interest or active participation in community affairs.
   e. Awareness of present day (news) happenings.

2. Personal self-expression.

   a. Able to think and speak clearly.
   b. Expression of confidence in speech.
   c. A good speaking voice using good grammer and good diction.
   d. Ask intelligent questions about the prospective company and prospective job.
   e. Responds with interest to questions asked.
   f. Sense of mature career planning - knowledge of goals, plans, ambitions, etc.
   g. Sense of preparation - knowing what you want to say and have some knowledge about the company.

3. Manners, personality and character traits.

   a. Mature.
   b. Friendly.
   c. Ability to laugh (sense of humor).
   d. Sincere.
   e. Courteous, understanding and tactful.
   f. Display initiative, interest, enthusiasm and confidence.
   g. Tolerant.
   h. Poise in handling yourself.
   i. Being frank and honest.
   j. Self-confident and at ease.
   k. Ability to listen.
   l. Creative.

4. Personal appearance.

   a. Good health.
   b. Clean-cut.
   c. Well-groomed.
   d. Physically enthusiastic.
   e. Appropriate clothes.

5. Past work experience.

   a. Promotions.
   b. Salary raises.
   c. Progress during military service.
   d. Reason for leaving.

6. A good and/or greatly improved achievement and scholastic record.

7. Interested in opportunity and responsibility and willing to accept beginning job requirements.

8. Necessary papers completely and neatly filled out.

WHY PEOPLE AREN'T HIRED

Negative Factors Evaluated during the Employment Interview and which Frequently Lead to Rejection of the Applicant, in Order of Frequency (As Reported by 153 Companies Surveyed by Frank S. Endicott, Director of Placement, Northwestern University).

1. Poor personal appearance
2. Overbearing - overaggressive - conceited "superiority complex"- "know-it-all"
3. Inability to communicate clearly - poor voice, diction, grammar
4. Lack of planning for career - no purpose and goals
5. Lack of interest and enthusiasm - passive, indifferent
6. Lack of confidence and poise - nervousness - ill-at-ease
7. Failure to participate in activities
8. Overemphasis on money - interest only in best dollar offer
9. Poor scholastic record - just got by
10. Unwilling to start at the bottom - expects too much too soon
11. Makes excuses - evasiveness - hedges on unfavorable factors in record
12. Lack of tact
13. Lack of maturity
14. Lack of courtesy - ill mannered
15. Condemnation of past employers
16. Lack of social understanding
17. Marked dislike for school work
18. Lack of vitality
19. Fails to look interviewer in the eye
20. Limp, fishy handshake
21. Indecision
22. Indefinite response to questions
23. Unhappy married life
24. Friction with parents
25. Sloppy application blank
26. Merely shopping around
27. Wants job only for short time
28. Little sense of humor
29. Lack of knowledge of field of specialization
30. Parents make applicant's decisions
31. No interest in company or in industry
32. Emphasis on whom he or she knows
33. Unwillingness to go where sent
34. Cynical
35. Low moral standards
36. Lazy

37. Intolerant - strong prejudices
38. Narrow interests
39. High-pressure type
40. Poor handling of personal finances
41. No interest in community activities
42. Inability to take criticism
43. Lack of appreciation of the value of experience
44. Radical ideas
45. Late to interview without good reason
46. Never heard of company
47. Failure to express appreciation for interviewer's time
48. Asks no questions about the job

WORK SHEET D

Why People ARE or AREN'T Hired

Check the reasons why people aren't hired.

1. _____ Well-groomed
2. _____ Ability to listen
3. _____ Little sense of humor
4. _____ Ill-mannered
5. _____ Poor scholastic record
6. _____ Self-confident
7. _____ Mature
8. _____ Lazy
9. _____ Asks no questions about the job
10. _____ Able to think and speak clearly
11. _____ Lack of maturity in career planning - no knowledge or goals, plans, ambitions, etc.
12. _____ Have recreational and cultural interests
13. _____ Knows nothing about the company
14. _____ Interest or active participation in community affairs
15. _____ Criticize former employers or workers
16. _____ Willing to accept beginning job requirements
17. _____ Frank and honest
18. _____ Fails to look interviewer in the eye
19. _____ Sloppy application blank
20. _____ Responds with interest to questions asked

Make a list of the 8 main things that employers look for during an interview on the next page.

8 main things that an employer looks for during an interview are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

WORK SHEET D KEY

1.
2.
3. X - little sense of humor
4. X - ill-mannered
5. X - poor scholastic record
6.
7.
8. X - lazy
9. X - asks no questions about the job
10.
11. X - lack of maturity in career planning - no knowledge of goals, plans, ambition, etc.
12.
13. X - knows nothing about the company
14.
15. X - criticize former employer or workers
16.
17.
18. X - fails to look interviewer in the eye
19. X - sloppy application blank
20.

WHAT EMPLOYERS LOOK FOR DURING INTERVIEW

1. Personal interests and activities
2. Personal self-expression
3. Manners, personality and character traits
4. Personal appearance
5. Past work experience
6. A good and/or greatly improved achievement and scholastic record
7. Interested in opportunity and responsibility and willing to accept beginning job requirements
8. Necessary papers completely and neatly filled out

EVALUATION OF ROLE-PLAYING INTERVIEW

1. Did you feel at ease in this situation?
2. Do you feel your questions were relevant for this interview?
3. Were you able to answer the prospective employer's questions?
4. Did you feel the questions you listed as a prospective employer, page 4, Part B, were important and easily answered?
5. Do you feel this mock interview better prepared you for a real interview situation?
6. How do you think the mock interview better prepared you for a real interview?
7. How did you react to viewing yourself on tape?

WORK SHEET E

INTERVIEWING APPLICANTS

The Carswell Clothing Store has a need for a salesperson in the men's department. Mr. Carswell, the owner, interviews the following applicants.

APPLICANT NO. 1

John Atman is 18. He graduated from high school three weeks ago and has never worked. John's grades in school were mostly A's and B's, and his counselor encouraged him to go to college. John's parents cannot afford to send him away to college, and there is no college in his hometown. He thinks that if he works for a year and saves his money, he can go away to college and his parents can help him some. John is 5'8 tall, weighs 205, and has a rather outgoing personality. He arrived for the interview about five minutes before his appointment wearing slacks and an open-collar sport shirt.

APPLICANT NO. 2

Kent Bennet is 19. He dropped out of high school when he was 16 and in the 10th grade. He has worked on a number of jobs but never stayed with one for more than four months. His experience included working as a service station attendant, counter salesperson, delivery person, printer, and custodian. Kent doesn't know what he wants to do with his life, and he doesn't think about where he will be five, ten, or twenty years from now. His main interest presently is to buy a new Ford like the one his cousin has. Kent is 6' tall and weighs 180. He wore a dress shirt, tie, slacks, and a sport coat for the interview; and he was on time for his appointment.

APPLICANT NO. 3

Lyle Coats is 18. He graduated from high school three weeks ago and worked part-time as a salesperson in a bicycle shop during his senior year. His grades in school were mostly C's. He thinks that he would like to go into sales as a career but wants to attend a two-year college to meet the requirements for the university and then major in business administration. He would like to work at Carswell's for a year and a summer to save money for college. Lyle is 5'9" tall and weighs 160. He arrived for his appointment five minutes early wearing jeans and an open-collar sport shirt. He has an outgoing personality.

APPLICANT NO. 4

Mark Downs is 18. He graduated from high school three weeks ago and worked part time as a fry cook during his senior year. He did well in high school but has no interest in going to college. He would like to become a top salesperson some day and is willing to work hard to succeed - this was shown in his grades in school. Mark is willing to attend night school to improve his skills in selling. He is 5'7" tall and weighs 140 pounds. He arrived a few minutes late for his interview, wearing a dress shirt, tie, slacks, and a sports coat.

EVALUATING APPLICANTS

If you were Mr. Carswell, which of these four applicants would you hire? Explain your choice.

_____
_____
_____
_____

If your first choice declined the offer and took another job, which would you then hire? Why?

_____
_____
_____
_____

Which of these applicants would you not hire even if you had to advertise the opening again and interview additional applicants? Why?

_____
_____
_____
_____

WORK SHEET F

1. List five (5) things that an employer looks for during an interview.

   1.
   2.
   3.
   4.
   5.

2. Explain the purpose of an interview.

3. Name or list six (6) things that you can check or do to prepare for an interview.

   1.
   2.
   3.
   4.
   5.
   6.

4. Two common methods used in arranging for a job interview are:

   1.
   2.

5. True or False - Answer by circling "T" for True or "F" for False:

   T F 1. It is now considered proper to light up a cigarette during the interview.

   T F 2. There is not much you can do to prepare for an interview.

   T F 3. If you are nervous, it is a good idea to take a friend to sit in with you during the interview.

   T F 4. You should stand until the interviewer asks you to sit.

   T F 5. The way you are dressed and groomed will be taken into consideration by the interviewer in deciding whether or not you should be hired.

WORK SHEET F KEY

1. Five things that an employer looks for during an interview are:

   a. Personal interests and activities (hobbies, recreational and cultural interests, participating in extracurricular activities).

   b. Personal self-expression (able to think and speak clearly, sense of mature career planning, ask intelligent questions about the prospective company and prospective job).

   c. Manners, personality and character traits (mature, friendly, ability to laugh-sense of humor, sincere, frank and honest, courteous).

   d. Personal appearance (good health, clean-cut, well-groomed, physically enthusiastic, appropriate clothes).

   e. Past work experience (promotions, salary raises, reason for leaving).

   f. A good and/or greatly improved achievement and scholastic record.

   g. Interested in opportunity and responsibility and willing to accept beginning job requirements.

   h. Necessary papers completely and neatly filled out.

2. The purpose of an interview is:

   The purpose of any interview is to give the interviewer an opportunity to learn something about your personality, your education and training, your work experience and the references you can give.

3. Six things that you can check or do to prepare for an interview are:

   1. Learn all you can about the company.
   2. Gather together, assemble and have all necessary papers arranged.
   3. Know what you have to offer
   4. Know why you want to work for the firm.
   5. Get a good night's rest
   6. Dress appropriately for the job and be well groomed.
   7. Think positive.

4. Two common methods used in arranging for a job interview are:

   1. Telephone
   2. Letter of application

5. True or False

   1. False
   2. False
   3. False
   4. True
   5. True

PREVOCATIONAL GUIDANCE

TASK: Identifies information that should be included in a resumé and/or application form

COMPETENCY: Filling out a driver's license application and a social security application

SUGGESTED RESOURCES

Schapiro, Jeri. Getting Applications Right, Scope Visuals 13. New York: Scholastic Book Services. 1973.

TEACHER NOTES:

1. Duplicate enough copies of this packet to provide each student with a copy.

2. This packet may be used with other packets developed on:

   a. The interview
   b. Writing a resumé
   c. Personal hygiene
   d. Filling out a job application

3. The unit is designed that part of it is consumable; color coding could be used.

4. Read the background information below.

BACKGROUND INFORMATION

We are in a technological age that certain basic skills are necessary to function. Being able to follow directions in filling out the various forms or applications in our daily lives is important.

There are few jobs that do not require some filling out of forms. Even if one does not have a paid job, it is doubtful if he/she can escape the task of filling out a few forms.

This exercise is to help students identify some of the most common types of abbreviations used.

TASK: Identifies information that should be included in a resumé and/or application form

COMPETENCY: Filling out a driver's license application and a social security application

LEARNING OBJECTIVES

After you have completed the learning activities, you will be able to identify common abbreviations on application forms. You will be able to fill out an application for a driver's license and a social security card with no errors.

EVALUATION PROCEDURES

The final forms can be evaluated by the instructor. An attitude sheet will be turned in when the packet is completed.

LEARNING ACTIVITIES

1. Read Information Sheet A, page 4.
2. Read page 5.
3. Complete "Special Words for Filling Out Forms", page 6.
4. Read Information Sheet B, page 8.
5. Complete the driver's license forms on pages 9 and 10.
6. Complete the social security form on page 11.
7. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

The final forms can be evaluated by the instructor. An attitude sheet will be turned in when the packet is completed.

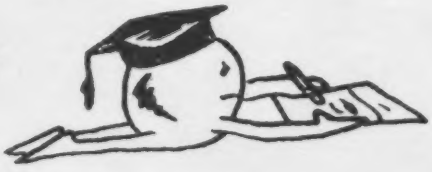
INFORMATION SHEET A

Have you ever tried to answer questions on a form or application but could not understand the question?

Filling out forms is a skill you must have to be able to function in our society. This is true for the person who has a job, the person who is at home, or the person who is in school.

It may be several years before you will be filling out forms such as:

REGISTRATION FORMS FOR COLLEGE



APPLICATION FOR A JOB

CHARGE ACCOUNT

MAIL ORDER FORMS

MARRIAGE APPLICATION

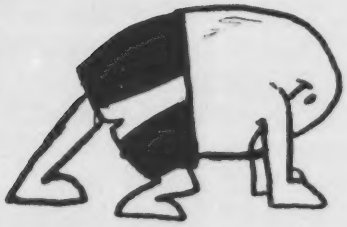
Soon you will be applying for a driver's license and a social security card. There are common words and abbreviations on these applications.

Turn to the next page and match the abbreviations with the correct meaning.

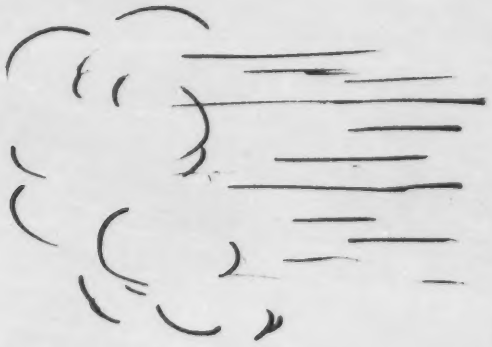
The answers and more instructions will follow the quiz.

READY?

SET!



GO!



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SPECIAL WORDS FOR FILLING OUT FORMS

You'll be filling out forms many times in your life. You will fill out a form to get a job, to open a charge account, to take out a car loan, to order by mail, and many other important things. Many forms use special words or abbreviations when they ask for information. They do this to save space. In Column I are 20 of these special words and abbreviations. See if you can match them up with their definitions in Column II. The first one has been done for you.

Column I	Column II
1. M.O.	a. Height, Weight
2. Ht., Wt.	b. Adult (not relative) who can tell something about you or how you work
3. Maiden name	c. Worker for a company
4. Proof of age	d. What you do for a living, your job
5. Address	e. Money order
6. Apt.	f. People you support or help support
7. Defects or disabilities	g. Person you worked for
8. Soc. Sec. No.	h. Girl's last name before marriage
9. Marital status	i. Cash On Delivery
10. Spouse	j. Name of company you worked for
11. Dependents	k. Signed name (not printed) of person making out the application
12. Qty.	l. Apartment
13. Former employer	m. Actions against the law
14. Reference	n. Single, married, widow[illegible], separated, divorced
15. Firm name	o. Husband's or wife's name
16. Occupation	p. Quantity
17. Infractions, offenses	q. Mental or physical handicaps
18. Employee	r. Social Security Number
19. C.O.D.	s. Birth certificate, baptismal papers, draft card, passport
20. Applicant's signature	t. Where you live

ANSWERS

1. e
2. a
3. h
4. s
5. t
6. l
7. q
8. r
9. n
10. o
11. f
12. p
13. g
14. b
15. j
16. d
17. m
18. c
19. i
20. k

PLEASE TURN PAGE FOR FURTHER INSTRUCTIONS.

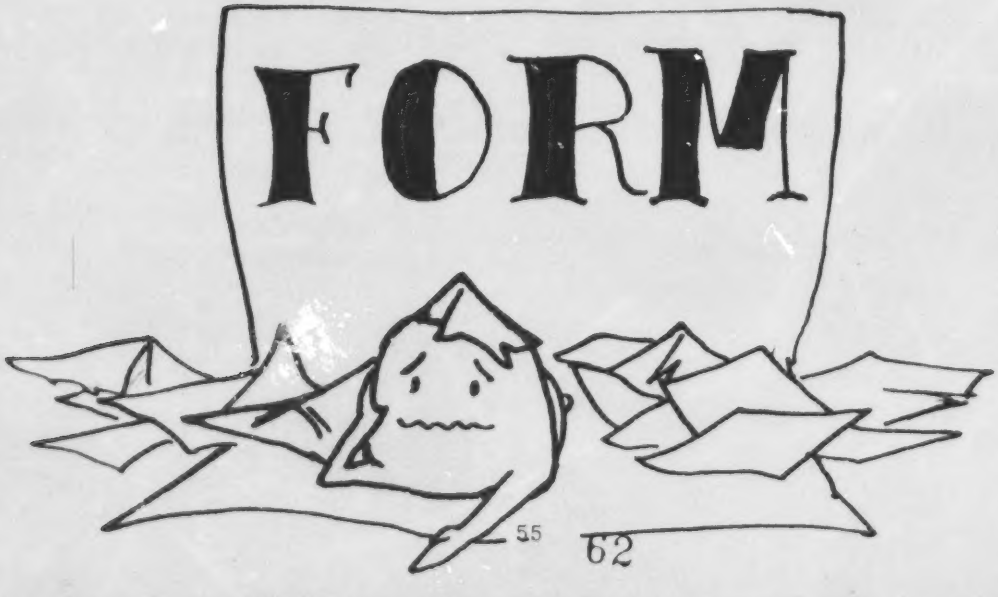
INFORMATION SHEET B

Did you pass the quiz with flying colors?

If not, ask the teacher for help.
Everyone understand the abbreviations now? Great!

You are ready to complete the next two pages. Fill out the applications for the driver's license and the social security card. When you have completed the task have your teacher check to see you have them well enough to be able to use your new skill.

It would be nice to say this will be the end of filling out forms, but more than likely there will be more and more and more and more and,....., more.



TYPE OR PRINT

FULL NAME: (FIRST) (MIDDLE) (LAST)

STREET ADDRESS OR BOX NUMBER ( )

CITY COUNTY ZIP CODE

PLACE OF BIRTH: CITY COUNTY STATE

SEX	RACE	WEIGHT	HEIGHT FT.	HEIGHT IN.	WEST VIRGINIA DRIVER LICENSE-NUMBER

COLOR EYES	SOCIAL SECURITY NO.	BIRTHDATE MO.	BIRTHDATE DAY	BIRTHDATE YR.	RESTRICTION CODE

IF NAME HAS CHANGED SINCE LAST LICENSE ENTER FORMER NAME HERE

IN CHANGING NAME A COPY OF MARRIAGE CERTIFICATE, COURT ORDER OR BIRTH CERTIFICATE MUST ACCOMPANY THIS APPLICATION.

DRIVER EDUCATION (CHECK ONE)

PUBLIC [ ] PRIVATE [ ] NONE [ ] NAME AND COUNTY OF SCHOOL YEAR

DO NOT WRITE IN THIS SPACE

IMPORTANT: THE ISSUANCE OF YOUR LICENSE MAY BE DELAYED IF YOU FAIL TO:

- INDICATE TYPE OF APPLICATION
- ANSWER ALL QUESTIONS CORRECTLY
- EXPLAIN A YES TO QUESTIONS 1 AND OR 2
- SIGN APPLICATION

IBM W36236

DEPARTMENT OF MOTOR VEHICLES
DRIVER LICENSE DIVISION
CHARLESTON, WEST VIRGINIA 25305

DRIVERS' LICENSE APPLICATION
CHECK THE APPROPRIATE BOX FOR TYPE APPLICATION

SURRENDER:		RENEW:	
[ ] OUT OF STATE OPERATOR	$6.00	OPERATOR	$5.00 [ ]
[ ] OUT OF STATE CHAUFFEUR	$4.00	CHAUFFEUR	$3.00 [ ]
EXPIRED:		SCHOOL BUS CHAUFFEUR	$3.00 [ ]
[ ] WEST VIRGINIA OPERATOR	$6.00	IF NONE OF THE ABOVE	
[ ] WEST VIRGINIA CHAUFFEUR	$4.00	JUNIOR OPERATOR	$5.00 [ ]
DUPLICATE:		OPERATOR	$5.00 [ ]
[ ] OPERATOR	$1.00	CHAUFFEUR	$3.00 [ ]
[ ] CHAUFFEUR	$1.00	SCHOOL BUS CHAUFFEUR	$3.00 [ ]

IF ADDRESS INCORRECT ENTER NEW ADDRESS BELOW

DO NOT WRITE IN THIS SPACE

THE DRIVING EXAMINATION IS CONDUCTED AT THE STATE POLICE. ALL PERSONS CURRENTLY DRIVING ON AN INSTRUCTION PERMIT, OR UNDER RE EXAMINATION, MUST TAKE THIS EXAM.

A____C____E____G____I____K____M____

B____D____F____H____J____L____SCORE____

RESTRICTION(S) NECESSARY:

IF NAME HAS CHANGED, BIRTH CERTIFICATE, COURT ORDER OR MARRIAGE CERTIFICATE MUST ACCOMPANY APPLICATION

THE APPLICANT NAMED IN THIS APPLICATION PASSED THE DRIVING EXAMINATION CONDUCTED

AT _____ DETACHMENT,

THIS _____ DAY OF _____ 19____

EXAMINER UNIT NO.

	YES	NO
1. HAVE YOU EVER BEEN SUFFERING FROM EPILEPSY, DIZZY SPELLS, ADDICTED TO DRUGS OR INTOXICATING LIQUOR	[ ]	[ ]
2. DRIVING PRIVILEGE EVER DENIED, SUSPENDED OR REVOKED	[ ]	[ ]
3. EVER LICENSED IN WEST VIRGINIA BEFORE ____ YEAR	[ ]	[ ]
4. LICENSED TO DRIVE IN ANY OTHER STATE	[ ]	[ ]
WHAT STATE _____? LICENSE NUMBER _____		
5. HAS YOUR NAME CHANGED SINCE YOUR LAST LICENSE?	[ ]	[ ]

(ENTER OLD NAME HERE)

6. IF THIS APPLICATION IS FOR A DUPLICATE, THE ORIGINAL WAS: DESTROYED [ ] LOST OR STOLEN [ ] CHANGE OF NAME OR ADDR. [ ]

A LETTER OF EXPLANATION MUST ACCOMPANY THIS APPLICATION IF QUESTION 1 AND/OR 2 WERE ANSWERED YES. FAILURE TO DO SO WILL DELAY YOUR LICENSE.

I CERTIFY THAT THE ABOVE STATEMENTS ARE TRUE.

SIGNED _____ DATE _____

(MUST BE SIGNED BY APPLICANT)

IBM W36237

63

APPLICATION FOR INSTRUCTION PERMIT (Form No. 22)

TYPE OR PRINT

NAME (First) (Middle) (Last)

STREET OR ROUTE BOX

CITY COUNTY ZIP CODE

SEX	RACE	WEIGHT	HEIGHT	DEPARTMENT USE

COLOR OF EYES	SOCIAL SECURITY NUMBER	DATE OF BIRTH		
		MO.	DAY	YEAR

ANSWER THE FOLLOWING QUESTIONS CORRECTLY

IF ANSWERED YES SEND LETTER OF EXPLANATION

	YES	NO
1. EVER SUFFERED FROM EPILEPSY, FAINTING, DIZZY SPELLS, ADDICTED TO DRUGS OR INTOXICATING LIQUOR	☐	☐
2. DRIVING PRIVILEGE EVER DENIED, SUSPENDED OR REVOKED	☐	☐
3. EVER LICENSED IN WEST VIRGINIA BEFORE (Year)	☐	☐
4. LICENSED TO DRIVE IN ANY OTHER STATE	☐	☐

The above statements have been made for the purpose of securing the above instruction permit and are declared to be true and correct.

(Signature in His or Her Own Handwriting)

DO NOT MAIL CASH | **DEPARTMENT USE**

MAIL TO
Department of Motor Vehicles
Operations Bureau
Charleston, WestVirginia 25305

(SEE BACK OF FORM)

THE APPLICANT NAMED IN THIS APPLICATION PASSED THE EXAMINATION CONDUCTED

AT _____ DETACHMENT

THIS _____ DAY OF _____ 19 ____

EXAMINER _____ UNIT NO.

RESTRICTIONS _____

IF YOU ARE UNDER THE AGE OF 18 THIS PORTION MUST BE COMPLETED

Parents' or Guardian's Consent to the Issuance of a Junior Operator's License

Applicant _____

Resident Address _____

City or Town _____ State _____

Birth Date _____

We, the undersigned parents, parent or guardian of the applicant, do hereby consent to the issuance of a Junior Operator's License to said applicant.

If application is signed by only one of the parents, or by a guardian of the applicant, the following questions must be answered:

1. Is one parent of the applicant deceased?
2. Is one parent living separate and apart from the other, and was the parent signing this consent awarded custody of the applicant?

_____

3. Are you the legal guardian entitled to the custody of the applicant?

_____

_____ _____
Signature of Father Signature of Mother

_____
Signature of Guardian

State of West Virginia,

County of _____ to-wit:

Taken, subscribed and sworn to before me, the undersigned Notary Public, in and for the County of _____

West Virginia, this the _____ DAY OF _____ 19 ____

_____
Notary Public

My Commission will expire _____

_____

VALID THIRTY (30) DAYS FROM DATE OF EXAMINATION.

BE SURE YOU HAVE COMPLETED THE APPLICATION

APPLICATION FOR SOCIAL SECURITY AND TAX ACCOUNT NUMBER
(Or Replacement of Lost Card)

Information Furnished On This Form is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial—if none, draw line ——) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 DATE OF BIRTH (Month) (Day) (Year)

4 PLACE OF BIRTH (City) (County) (State)

5 AGE ON LAST BIRTHDAY

6 SEX: MALE ☐ FEMALE ☐

7 COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

8 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

9 FATHER'S FULL NAME (Regardless of whether living or dead)

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? YES ☐ NO ☐ DON'T KNOW ☐

IF ANSWER IS "YES" PRINT THE STATE IN WHICH YOU FIRST APPLIED AND WHEN (State) (Date)

PRINT YOUR ACCOUNT NUMBER IF YOU KNOW IT (Account Number)

11 YOUR MAILING ADDRESS (Number and Street) (City) (State) (ZIP Code)

12 TODAY'S DATE

13 Sign YOUR NAME AS YOU USUALLY WRITE IT.

(Have you completed all 13 items?)

TREASURY DEPARTMENT Internal Revenue Service
Form SS-5 (Revised 7-63)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION DISTRICT OFFICE

SOCIAL SECURITY PAYMENTS RECORD

Name _____

Social Security No. _____

EMPLOYER'S NAME	YOUR JOB	EMPLOYED FROM	EMPLOYED TO	TOTAL EARNINGS		F.I.C.A. TAX WITHHELD	

PREVOCATIONAL GUIDANCE

TASK: Gaining information about the skills that are needed to get a job

COMPETENCY: Preparing a resumé

SUGGESTED RESOURCES

1. Career-Centered Curriculum for Vocational Complexes in Mississippi, Career Exploration, Level 1, Exemplary Project #0-361-0067 in Vocational Education. Reese Ishee, Director Jones County Exemplary Program, 2409 Moose Drive, Laurel, Miss. 39440.

2. Peterson, Marla P. Exploring Business and Office Occupations, Careers in Focus, McGraw-Hill Book Company. New York.

TASK: Gaining information about the skills that are needed to get a job

COMPETENCY: Preparing a resumé

LEARNING OBJECTIVES

After completing the learning activities, you will:

1. Understand what resumés are and why you need to write one.
2. Be able to write a resumé.
3. Learn how to revise a resumé.

EVALUATION PROCEDURES

Your completed resumé will demonstrate your understanding of and ability to write a resumé.

LEARNING ACTIVITIES

A resumé is a personal record of you, including everything about you.

1. You will write down all the things you feel should be included in a resumé. As a group you will come together and list all items which need to be included in a personal resumé.

2. After looking at your list, turn to page 4 in booklet and see how your list compares.

   Why should a prospective employer want a resumé? How would he use it in considering you for employment?

   A prospective employer would have a complete list of your qualifications and prior work experience. He may gain additional knowledge about you through examining your hobbies, school activities, etc. You will become a person to him rather than a faceless applicant.

3. In small groups using the resumé form on page 4, discuss why some of these items are important. If you were an employer, what would you look for?

   List any additional items you consider important which are not listed on the form.

4. In a large group, prepare a resumé form you feel most suits you and write a resumé. Keep the resumé for present and future use.

   Why do you need to revise a resumé? You will attain more work experience, new interests and activities, and want to list these in your resumé. Also keep in mind people whom you may use for references. Your references may change as you attain more work experience.

   Five years from now you may hear of a job opening for which you wish to be considered. Your revised resumé will be ready and at your disposal when needed.

EVALUATION PROCEDURES

Your completed resumé will demonstrate your understanding of and ability to write a resumé.

INFORMATION SHEET

OUTLINE FOR PERSONAL RESUMÉ*

Name: Date:

Address: Weight:

Phone No.: Height:

Marital Status: Health:

Date of Birth: Age:

Parent or guardian's name: Parent or guardian's address:

Education:

	Name of School	Grades completed and date
1.		
2.		
3.		
4.		

Work Experience: (Include name of employer and dates worked).

	Date	Name	Address
1.			
2.			
3.			

School activities, honors and/or awards:

1. 4.
2. 5.
3. 6.

Hobbies:

Personal references: (Name and address of three persons not related to you).

	Name	Address
1.		
2.		
3.		

*Career-Centered Curriculum for Vocational Complexes in Mississippi, Career Exploration, Level 1, Exemplary Project #0-361-0067 in Vocational Education. Reese Ishee, Director Jones County Exemplary Porgram, 2409 Moose Drive, Laurel, Miss. 39440

PREVOCATIONAL GUIDANCE

TASK: Getting a Job

COMPETENCY: Completing Applications Necessary for Employment

SUGGESTED RESOURCES

"Applying for a Job", 16mm Film, National Audio-Visual Center, Washington, DC

Career Exploration and Planning, Bruce Shertzer, Houghton-Mifflin Co., Boston, 1973

"Getting a Job is a Job", 16mm Film, Dubie-Dash Productions, 4949 Hollywood Blvd., (Suite 208), Hollywood, CA 90027

"Guide for Finding a Job", Set of Transparencies, Technifax Educ. Div., The Plastic Coating Corp., Holyoke, MA 01040

Jobs in Your Future, Miriam Lee, Scholastic Book Service, New York, NY, 1973

My Job Application File, Allen T. Kahn Publishers, 25825 Mission Boulevard, Hayward, CA 94544

Succeeding in the World of Work, McKnight Publishing Co., Bloomington, IL, 2nd edition, 1975

Applications for Social Security Number

OCCUPATIONAL TASK: Getting a Job

OCCUPATIONAL COMPETENCY: Completing Applications Necessary for Employment

LEARNING OBJECTIVES

When you have completed the learning activities, you should be able to:

1. Define fifteen (15) terms that are often found on job applications.
2. Identify common mistakes made in filling out a job application.
3. Identify the uses of a Social Security number.
4. Fill out two (2) job application forms.

EVALUATION PROCEDURES

1. Complete the work sheets accurately.
2. Complete the post test.

LEARNING ACTIVITIES

1. Complete Work Sheet A.

2. Read Information Sheet A.

3. Complete Work Sheet B.
   (Almost all companies have application forms that must be completed before an offer of employment is given to a person. Many times, applications are not filled out correctly because people do not understand the words or terms used in the applications.

3. Complete Work Sheet C.
   A person may need a Social Security Number for many things.

   Given a checklist - Check those things for which you would need a Social Security Number.

   After completing the checklist - READ - Your Social Security Card and Number.

   Then make a list of those things for which you would need a Social Security Number.

   (OPTIONAL)
   For those students who do not have a social security number - COMPLETE the sample application for a Social Security Number, THEN

   Complete an actual application to obtain a Social Security Number.

4. Complete Work Sheet D.
   There are many things that you need to know to fill out an application form.

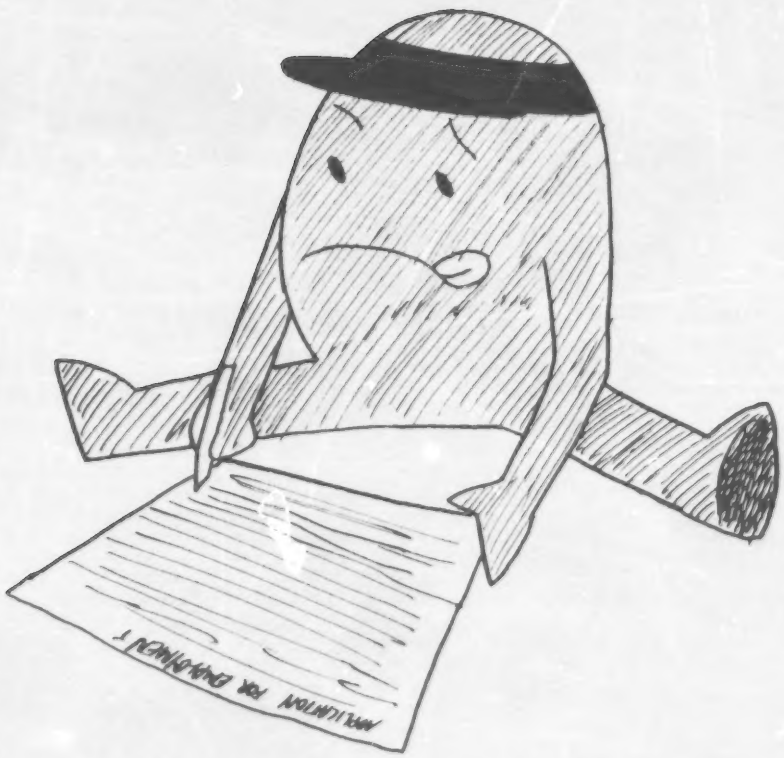
5. Read Information Sheet E-1 and E-2.

   Complete the attached Application for Employment.

EVALUATION PROCEDURES

1. Make sure you have completed the work sheets.

2. Complete the post test. Turn this sheet in to your teacher.



WORK SHEET A

VOCATION AND JOB VOCABULARY EXERCISE

Match the words on the right with one of the definitions on the left by placing the correct word on the line near the definition.

_____ - Grade school

_____ - Fixed pay for regular work

_____ - Your written name

_____ - The place where one lives.

_____ - Someone you support

_____ - Skill gained by observing, doing, or living through things.

_____ - A person who can give information about one's character or ability.

_____ - Employees of a company

_____ - A particular field of work

_____ - Previous, before, prior

_____ - Refers to you the individual

_____ - Whether one is single, married, divorced, widow(widower)

_____ - Person or firm that gives work to one or more persons.

_____ - One who applys for a job

_____ - Make application for a job

_____ - A person who works for someone

_____ - To be finished or to fill out fully

_____ - Community organizations

_____ - Clear, brief, and to the point

_____ - Ability to write clearly and correctly.

1. Reference
2. Applicant
3. Employer
4. Salary
5. Marital Status
6. Elementary
7. Signature
8. Address
9. Dependent
10. Experience
11. Apply
12. Personnel
13. Legible
14. Concise
15. Former
16. Personal
17. Civic
18. Completed
19. Employee
20. Occupation

Check your answers with the Key-Work Sheet A.

Note: Return to Learning Activities Sheet, Activity #2.

KEY - WORK SHEET A

VOCATION AND JOB VOCABULARY EXERCISE

Elementary - Grade School

Salary - Fixed pay for regular work

Signature - Your written name

Address - The place where one lives

Dependent - Someone you support

Experience - Skilled gained by observing, doing, or living through things.

Reference - A person who can give information about one's character or ability.

Personnel - Employees of a company

Occupation - A particular field of work

Former - Previous, before, prior

Personal - Refers to you the individual

Marital Status - Whether one is single, married, divorced, widow(widower)

Employer - Person or firm that gives work to one or more persons

Applicant - One who applys for a job

Apply - Make application for a job

Employee - A person who works for someone

Completed - To be finished or to fill out fully

Civic - Community organizations

Concise - Clear, brief, and to the point

Legible - Ability to write clearly and correctly

INFORMATION SHEET A

APPLICATION FORMS

Since most employers will ask you to fill out an application form, following these suggestions will help sell you to the employer:

1. Fill out the application form in ink - or use a typewriter.

2. Answer every question that applies to you (if a question does not apply, you may write "NA", meaning not applicable, or draw a line through the space to show that you did not overlook the question).

3. Give your complete address, including your zip code.

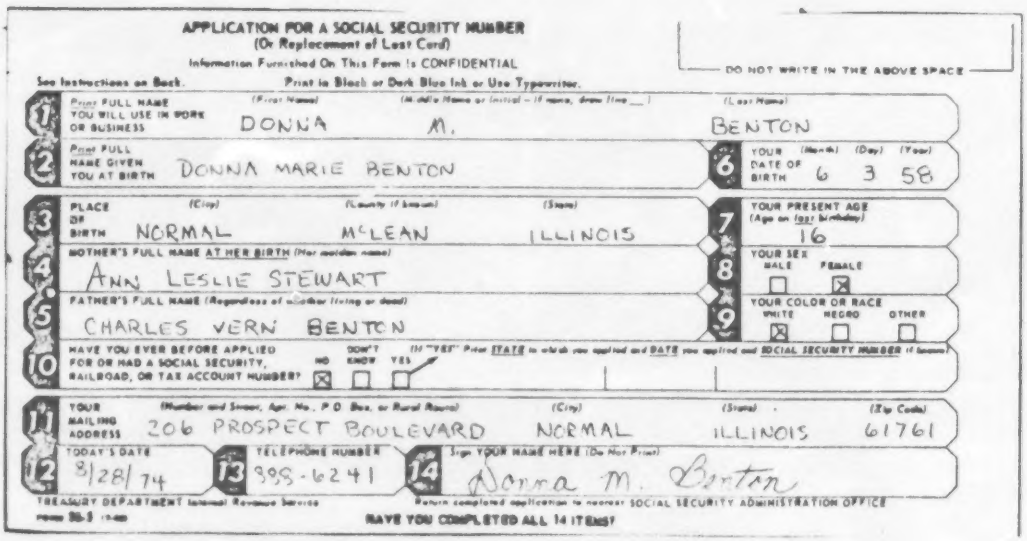
4. The question on marital status simply means whether you are single, married, separated, divorced, or widowed.

5. Spell correctly, if you aren't sure about how to spell a word, try to use another word with the same meaning.

6. The question on place of birth means the city and state in which you were born, not the name of the hospital.

7. A question on job preference or "job for which you are applying "should be answered with a specific job title or type of work. Do not write "anything". Employers expect you to state clearly what kind of work you can do.

8. Try to hand in mind all of the schools you have attended and the dates of your attendance. If there are several, it is a good idea to write them down before you apply for a job.



APPLICATION FOR A SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)

Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) DONNA (Middle Name or Initial — If none, draw line ___) M. (Last Name) BENTON

2 Print FULL NAME GIVEN YOU AT BIRTH DONNA MARIE BENTON

6 YOUR DATE OF BIRTH (Month) 6 (Day) 3 (Year) 58

3 PLACE OF BIRTH (City) NORMAL (County if known) McLEAN (State) ILLINOIS

7 YOUR PRESENT AGE (Age on last birthday) 16

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name) ANN LESLIE STEWART

8 YOUR SEX MALE ☐ FEMALE ☒

5 FATHER'S FULL NAME (Regardless of whether living or dead) CHARLES VERN BENTON

9 YOUR COLOR OR RACE WHITE ☒ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☒ DON'T KNOW ☐ YES ☐ (If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) 206 PROSPECT BOULEVARD (City) NORMAL (State) ILLINOIS (Zip Code) 61761

12 TODAY'S DATE 8/28/74

13 TELEPHONE NUMBER 398-6241

14 Sign YOUR NAME HERE (Do Not Print) Donna M. Benton

TREASURY DEPARTMENT Internal Revenue Service

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

HAVE YOU COMPLETED ALL 14 ITEMS?

9. Be prepared to list several good references. It is much better to ask permission of those you plan to list. Those considered good references include (a) the pastor of your church, (b) a former employer, (c) a teacher who knows you well, (d) friends who are established in business.

10. When you write or sign your name on the application, use your correct name, not a nickname. Your first name, middle initial, and last name are usually preferred.

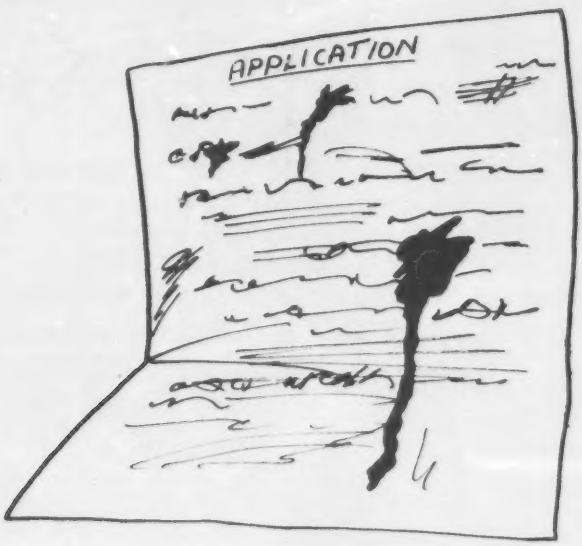
11. Be as neat as possible. The employer expects that your application will be an example of your best work.

77

WORKSHEET B

2.1 David Lee Murphy has completed the following SAMPLE, Application for Employment. Circle all the mistakes that David made when he filled out this application.

2.2 Check your list of mistakes with the corrected SAMPLE Key- Application for Employment.



APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE

SOCIAL SECURITY NUMBER

NAME DAVID (LAST) LEE (FIRST) MURPHY (MIDDLE) AGE 18 SEX MALE

PRESENT ADDRESS 610 (STREET) JACKSON (CITY) (STATE) (ZIP)

PERMANENT ADDRESS (STREET) (CITY) (STATE) (ZIP)

PHONE NO. 4870 OWN HOME RENT BOARD

DATE OF BIRTH 9/12/75 HEIGHT 5-10 WEIGHT 180 COLOR OF HAIR BLACK COLOR OF EYES BROWN

MARRIED SINGLE X WIDOWED DIVORCED SEPARATED

NUMBER OF CHILDREN DEPENDENTS OTHER THAN WIFE OR CHILDREN CITIZEN OF U. S. A. YES X NO

HAVE YOU EVER BEEN ARRESTED? YES NO X IF YES EXPLAIN.

IF RELATED TO ANYONE IN OUR EMPLOY. STATE NAME AND DEPARTMENT UNCLE HARRY REFERRED BY TOMMY

EMPLOYMENT DESIRED

POSITION ANY THING DATE YOU CAN START AFTER VACATION SALARY DESIRED MOST I CAN GET

ARE YOU EMPLOYED NOW? NO IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER

EVER APPLIED TO THIS COMPANY BEFORE? NO WHERE WHEN

EDUCATION	NAME and LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL	PLEASANT VALLEY GRADE SCHOOL PIKE ST.	8		
HIGH SCHOOL	PLEASANT VALLEY HIGH SCHOOL PIKE ST.	4		NONE
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH AND DEVELOPMENT WORK NONE

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? READ WRITE

U. S. MILITARY OR NAVAL SERVICE RANK PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.) PLEASANT VALLEY BASEBALL TEAM

EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS

(CONTINUED ON OTHER SIDE)

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM 6/10/74	BILL WILSON	PER HR.	FARM LABOR	SUMMER JOB
TO 8/16/74	WILSON'S FARM	1.50		
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS OR OCCUPATION	YEARS ACQUAINTED
1 REV. TOM COOK	PLEASANT VALLEY CHURCH	PREACHER	8
2 MRS. MARRY LONG	PLEASANT VALLEY HIGHSCHOOL	TEACHER	2
3 BILL WILSON	WILSON'S FARM	FARMER	10

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS NONE

WERE YOU EVER INJURED? — GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? — IN VISION? — IN SPEECH? —

IN CASE OF EMERGENCY NOTIFY MR. + MRS. MURPHY (NAME) 610 JACKSON ST. - PLEASANT VALLEY (ADDRESS) 4870 (PHONE NO.)

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE DAVID LEE MURPHY

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. EMPLOYMENT MANAGER 2. DEPT. HEAD 3. GENERAL MANAGER

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE 9/23/75 SOCIAL SECURITY NUMBER 100-00-0000

NAME MURPHY (LAST) DAVID (FIRST) LEE (MIDDLE) AGE 18 SEX MALE

PRESENT ADDRESS 610 JACKSON ST. (STREET) PLEASANT VALLEY (CITY) W.VA. (STATE) 20200 (ZIP)

PERMANENT ADDRESS SAME (STREET) (CITY) (STATE) (ZIP)

PHONE NO. 406-4870 OWN HOME RENT BOARD X

DATE OF BIRTH 9/12/57 HEIGHT 5'8" WEIGHT 180 COLOR OF HAIR BLACK COLOR OF EYES BROWN

MARRIED SINGLE X WIDOWED DIVORCED SEPARATED

NUMBER OF CHILDREN NA DEPENDENTS OTHER THAN WIFE OR CHILDREN NONE CITIZEN OF U. S. A. YES X NO O

HAVE YOU EVER BEEN ARRESTED? YES ☐ NO ☒ IF YES EXPLAIN

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT HARRY MURPHY (SHOP) REFERRED BY HARRY MURPHY

EMPLOYMENT DESIRED

POSITION MACHINE CLEANER DATE YOU CAN START 9/24/75 SALARY DESIRED 2.50

ARE YOU EMPLOYED NOW? NO IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER —

EVER APPLIED TO THIS COMPANY BEFORE? NO WHERE WHEN

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL	PLEASANT VALLEY GRADE SCHOOL PLEASANT VALLEY, W.VA.	1963 to 1971	1971	GENERAL EDUCATION
HIGH SCHOOL	PLEASANT VALLEY HIGH SCHOOL PLEASANT VALLEY, W.VA.	1971 1975	1975	GENERAL EDUCATION
COLLEGE	NONE			
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL	NONE			

SUBJECTS OF SPECIAL STUDY OR RESEARCH AND DEVELOPMENT WORK NONE

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? — READ — WRITE —

U. S. MILITARY OR NAVAL SERVICE NONE RANK — PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES —

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.) NONE

EXCLUDE ORGANIZATIONS THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS

(CONTINUED ON OTHER SIDE)

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM 6/10/74	BILL WILSON	PER HR.	FARM	RETURNED TO
TO 8/10/74	RT 5 PLEASANT VALLEY, W.VA.	1.50	LABOR	SCHOOL
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS OR OCCUPATION	YEARS ACQUAINTED
1 REV. TOM COOK	PLEASANT VALLEY CHURCH PLEASANT VALLEY, W.VA.	PREACHER	8
2 MRS. MARY LONG	PLEASANT VALLEY High School PLEASANT VALLEY, W.VA.	TEACHER	2
3 BILL WILSON	RT 5 PLEASANT VALLEY, W.VA.	FARMER	10

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS NONE

WERE YOU EVER INJURED? NO GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? NO IN VISION? NO IN SPEECH? NO

IN CASE OF EMERGENCY NOTIFY MR. & MRS. MURPHY (NAME) 610 JACKSON ST. PLEASANT VALLEY (ADDRESS) 906-9870 (PHONE NO.)

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE Sept 23, 1975 SIGNATURE Daniel Lee Murphy

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. (EMPLOYMENT MANAGER) 2. (DEPT. HEAD) 3. (GENERAL MANAGER)

WORK SHEET C

Given the following checklist - CHECK those things for which you would need a Social Security Number.

_____ To Get a driver's license

_____ To play bingo

_____ To apply for a job

_____ To get a health card

_____ To get a work permit

_____ To get a birth certificate

_____ To get a health insurance policy

_____ For when you report your income for income tax purposes

_____ To get married

_____ To deposit money in the bank

After reading the Information Sheet C - Your Social Security Card and Number, make a list of those things for which you would need a Social Security number.

_____

_____

_____

_____

_____

_____

WORK SHEET C KEY

Those things for which you would need a Social Security Number include:

__X__ To get a driver's license

__X__ To apply for a job

__X__ To get a health card

__X__ To get a work permit

__X__ To get a health insurance policy

__X__ To report your income for income tax purpose

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INFORMATION SHEET C

YOUR SOCIAL SECURITY CARD AND NUMBER

You always need a Social Security card when you get a job. Job application blanks always ask for your Social Security number. Your employer must send money for your Social Security to the government, and needs your Social Security number for this purpose. You may be asked for your Social Security number when you apply for a driver's license, a work permit, a health certificate, or a health-insurance policy. Your Social Security number is also your tax identification number; you have to give it when you report your income or pay your income tax. When you grow old, or if you get hurt or get sick, Social Security may pay you some money toward your living expenses---and your Social Security number will be needed then.

If you don't yet have a Social Security number, it is easy to get one and a card that shows it. Look up the nearest Social Security Administration office in the phone book. You can call or write the office and explain what you need. The people in the office will help you to make your application. Getting your number may take several weeks, so get it as soon as you can. You want to avoid losing time when you are ready to start working and getting paid.

This is the front of the form.

APPLICATION FOR A SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)

Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 *Print* FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial – If none, draw line ___) (Last Name)

2 *Print* FULL NAME GIVEN YOU AT BIRTH

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

3 PLACE OF BIRTH (City) (County if known) (State)

7 YOUR PRESENT AGE (Age on *last* birthday)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

8 YOUR SEX MALE ☐ FEMALE ☐

5 FATHER'S FULL NAME (Regardless of whether living or dead)

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service
Form SS-5 (1-69)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

HAVE YOU COMPLETED ALL 14 ITEMS?

This is the back of the form.

INSTRUCTIONS

One Number Is All You Ever Need For Social Security And Tax Purposes
Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

1 Your social security card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

3 If not born in the USA, enter the name of the country in which you were born.

5 If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example, "John H. Jones, stepfather."

10 If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

11 If you get your mail in the country without a street address, show your R.D. Route, and Box number, if at the post office, show your P.O. Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.

14 Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant; for example, "John Smith, father.")

☆U. S. Government Printing Office: 1971 – 426-870/11

FOR DISTRICT OFFICE USE

FOR BUREAU OF DATA PROCESSING AND ACCOUNTS USE

WORK SHEET D

There are many things that you need to know to fill out an application form.

The following is some of the information that is needed on an application form.

COMPLETE the following personal data form.

Name _____
Last First Middle

Address _____
no. & Street City State Zip

Telephone _____ Height _____ Weight _____

Age _____ Social Security Number _____

Birthdate _____ Place of birth _____

Driver's License no. _____

High School _____

Address of School _____

Curriculum _____

Dates of Attendance _____

Highest Grade Completed or Date of Graduation _____

COLLEGE _____

Address _____

Dates of Attendance _____

Highest Grade Completed or Date of Graduation _____

Curriculum _____

PREVIOUS EMPLOYMENT (Summer, work-Study or Part Time) Include the following for each job.

Name of Employer _____

Address of Job _____

Job Title _____

Dates of Employment _____

NAME of Employer _____

Address of Job _____

Job Title _____

Dates of Employment _____

References

1. Name _____ Occupation _____

   Address _____

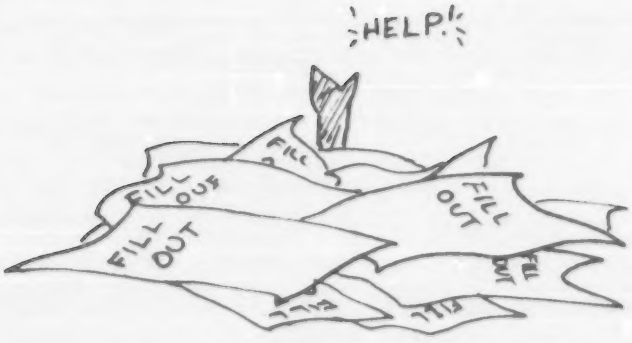
   Telephone _____

2. Name _____ Occupation _____

   Telephone _____

3. Name _____ Occupation _____

   Telephone _____



INFORMATION SHEET E-1

THE EMPLOYMENT APPLICATION

The "Employment Application" plays a very important part in helping you get that job. Almost any job today requires that you complete an application form. How you fill out the application can make the difference between "getting" and "not getting" the job. Filling out an application form accurately and completely is a skill in itself. Many people lost jobs before they are interviewed simply because the create a false impression from the looks of the application. A qualified person can lose the job before he is interviewed because he has not stated information that is clear, concise and slanted toward that employer's needs. Don't sell yourself short. You have the ability but you must put that ability to use. How much ability do you possess? Do you think you know everything about employment application forms? Study carefully, understand, practice and apply it.

Remember, the secret of employment is not only education as such and training but preparing yourself to sell yourself to that employer. The "Employment Application" is one of your selling tools.

THREE IMPORTANT POINTS

These important points to remember when filling out the Employment Application tell the employer something about you.

1. **The first point is your handwriting or printing.** Many of us because of past experience and habit have taken our penmanship for granted. It must be remembered that on any job a certain amount of penmanship is necessary. If you are unable to express clearly and plainly your ideas or factual information on paper, it may seriously limit your opportunity for promotion and advancement. It may more seriously hurt when applying for a job. If you make a poor impression and put forth little effort into completing the application, well, your application might be glanced at and then thrown to the side and forgotten.

2. **Another important point is how neat and accurate you are.** Surely a messy, inaccurate application tells the employer that you really aren't interested in obtaining the job, do not care about impressing the employer and indicates very strongly that you are or will be this kind of worker on a job. Would you as the employer want someone to work for you that didn't care about doing a job in the best manner possible?

3. Have you ever worked at a job and began performing the work before you listened fully to directions and instructions and then "goofed" and found that the work performed was wrong? The application form also tests your ability to carry out instructions. Always look the total application over carefully and then read carefully the instructions found on the application form before writing or printing one word. Following instructions carefully on the job may help you keep that job, however, not carrying out instructions on the application form may cause you to lose the job before you are interviewed.

What are some hints that will help you complete the application correctly?

HINTS TO DO THE TASK WELL

There are some very important facts and/or rules that are of the utmost importance in doing a good, commendable job in filling out an application form. Look them over carefully and remember them when completing an application form.

1. **Always fill out the application form with blue or black ink.** There are a couple of good reasons why the employer desires to have the application completed in ink. One, ink will not fade or smear as easily as lead pencil. Second, ink will not reflect light. For example, try reading several pages of material written in ink and then try reading several pages of material written with lead pencil. You will find the pages of material written in ink easier on the eyes.

2. **If you can type and a typewriter is available, use it.**

3. **Pay attention — Print or Write.**

4. **Follow instructions and be consistent.**

   Many people begin filling out an application thinking that all instructions are the same on all application forms. Read the instructions. Also, many people begin printing and a few questions later they are writing or vice versa. Be consistent.

5. **Answer all questions honestly and completely.**

6. **Answer in full all questions that apply to you.**

7. **Do Not Leave Blank Spaces.**

   If a question does not apply to you always answer it with "None," "No," or "Draw a line through the space." This indicates to the employer that you have not overlooked it.

8. **Your address means all of your address.** The zone number and/or zip code are part of your address.

9. **References**

   All application forms will ask for references. You should have three to five good references. A reference is the name of a person that is able and can give an objective written and/or verbal testimonial of you regarding your personal background, education, experience, training, character and/or abilities that you possess. Be sure to choose a reference that will speak well of you. It would be good to ask a person permission to use his name as a reference. You would hinder your chances of getting that job if you picked a reference that played on your weak points rather than your strong points.

Who Might You Use As A Reference?

This could be a former employer who liked your work, a pastor or minister of your church, a teacher, principal or counselor that knows you very well, a friend of your parents who is working, a person engaged in professional work such as a dentist, a lawyer or a doctor, or a person that owns his own business.

References Not Accepted

References that are not accepted, are relatives, members of your own family and friends your own age who have worked very little. It is felt that some friends your own age, if young, have not, for the most part, established themselves in the world of work. And relatives and members of your family might give a slanted opinion. When giving a reference on the application form you should give his full name, his full address, his phone number, his occupation and his position.

10. "Marital Status"

Be careful to answer this correctly. It can be answered with one of five answers — "single," "married," "separated," "divorced," or "widowed." If you have been married and your wife has died you are a "widower." If you have been married but not living together then you are considered "separated". If you are a bachelor, you are still "single" and "single" would be appropriate answer. An application form might also ask you if you are married, engaged or date of marriage and/or divorce.

11. Spelling is also very important on the application form.

Would you as an employer be enthusiastically ready to hire someone if they have applied for a specific job such as a mechanic, typist, electronic technician, machinist or service station worker and the name was spelled wrong? Be careful of your spelling. Learn to spell the words used in your field of work.

12. The application form can usually be divided into five major parts —

"Personal data," "education," "past work experience," "military," and "references." Get to know the information, compile it and have it readily available when needed.

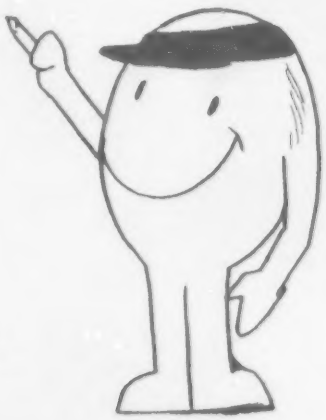
13. Salary —

Most application forms will ask in some fashion the salary you expect to receive. It is usually best to answer this question with the following answer **"Open."** By putting a salary figure down, you limit your chance of possibly gaining a higher salary. It is always best to talk salary face to face with your prospective employer.

14. Become familiar with various kinds of application forms.

The right kind of practice makes the difference. Pretend for each form you complete that you are applying for a job. Try to make a good impression by your **neatness** and **accuracy** and **legible** penmanship.

My name is Peep.



INFORMATION SHEET E-2

COMPLETING JOB APPLICATIONS FORMS

Almost all companies have application forms that must be completed before an offer of employment is given to a person....Here are some suggestions for completing application forms:

1. Read the directions and each item carefully so that you can give the exact information wanted.

2. Be sure to complete every item. The company considers each item important or it would not be on the application. If, for some reason, an item does not apply to you, place "NA" (not applicable) in it and tell why it does not apply.

3. Be prepared to give your social security number and if you are a male, your selective service number.

4. Be able to list the schools you have attended (starting with elementary) and the dates of attendance.

5. Be prepared to trace your employment record, including beginning and ending dates, names of employers, location, positions held, and salary.

6. Be prepared to list at least three people (besides employers) who will give character references; know their addresses and telephone numbers.

7. Complete the form as neatly as possible.

The application form is used by employers and personnel officers to obtain information about you. This information is then used to judge whether they want to interview you or to consider you as a possible employee.

Complete the attached application for employment.

SAMPLE COPY

McDONALD'S®

APPLICATION FOR EMPLOYMENT

21

PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____ (LAST / FIRST / MIDDLE) AGE _____

PRESENT ADDRESS _____ (NO. & STREET / CITY / STATE) HOW LONG THERE? _____

PREVIOUS ADDRESS _____ (NO. & STREET / CITY / STATE) HOW LONG THERE? _____

PHONE NO. _____ OWN HOME _____ RENT _____ BOARD _____ DATE OF BIRTH _____ HEIGHT _____

WEIGHT _____ MARRIED _____ SINGLE _____ WIDOWED _____ DIVORCED _____ SEPARATED _____ CITIZEN OF U. S. A.? _____

NO. OF CHILDREN _____ DEPENDENTS OTHER THAN WIFE OR CHILDREN _____ REFERRED BY _____

EDUCATION

NAME AND ADDRESS OF LAST SCHOOL ATTENDED _____ DATES _____

CIRCLE LAST YEAR COMPLETED — GRADE 5 6 7 8 HIGH SCHOOL 1 2 3 4 OTHER 1 2 3 4

SPECIAL TRAINING AND SKILLS _____

MILITARY

BRANCH _____ FROM _____ TO _____ RANK _____ TYPE DISCHARGE _____ DRAFT CLASS _____

FORMER EMPLOYERS

LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

EVER DISCHARGED FROM A JOB? _____ MAY WE CALL PRESENT EMPLOYER? _____ EVER BONDED? _____

EVER REFUSED BOND? _____ EVER APPLY OR WORK AT McDONALD'S® BEFORE? _____ WHERE? _____ WHEN? _____

EVER ARRESTED? _____ IF SO, PLEASE EXPLAIN _____

DO YOU HAVE ANY OVERDUE BILLS? _____ IF SO, PLEASE EXPLAIN _____

PHYSICAL RECORD

HAVE YOU ANY DEFECTS IN HEARING? _____ IN VISION? _____ IN SPEECH? _____

ANY OTHER PHYSICAL DEFECTS? _____

WERE YOU EVER INJURED? _____ GIVE DETAILS _____ 94 _____

IN CASE OF EMERGENCY NOTIFY _____ (NAME / ADDRESS / PHONE NO.)

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____ AGE _____ SEX _____
LAST FIRST MIDDLE

PRESENT ADDRESS _____
STREET CITY STATE ZIP

PERMANENT ADDRESS _____
STREET CITY STATE ZIP

PHONE NO. _____ OWN HOME _____ RENT _____ BOARD _____

DATE OF BIRTH _____ HEIGHT _____ WEIGHT _____ COLOR OF HAIR _____ COLOR OF EYES _____

MARRIED _____ SINGLE _____ WIDOWED _____ DIVORCED _____ SEPARATED _____

NUMBER OF CHILDREN _____ DEPENDENTS OTHER THAN WIFE OR CHILDREN _____ CITIZEN OF U. S. A. YES ○ NO ○

HAVE YOU EVER BEEN ARRESTED? YES ☐ NO ☐ IF YES EXPLAIN.

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT _____ REFERRED BY _____

LAST FIRST MIDDLE

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE _____ WHEN _____

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH AND DEVELOPMENT WORK

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? _____ READ _____ WRITE _____

U.S. MILITARY OR NAVAL SERVICE _____ RANK _____ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES _____

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.)
EXCLUDE ORGANIZATIONS THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS

(CONTINUED ON OTHER SIDE)

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

	NAME	ADDRESS	BUSINESS OR OCCUPATION	YEARS ACQUAINTED
1				
2				
3				

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. EMPLOYMENT MANAGER 2. DEPT. HEAD 3. GENERAL MANAGER

EMPLOYER COPY 22

REFERENCES GIVE BELOW THE NAMES OF THREE PERSONS, EXCLUDING RELATIVES AND FORMER EMPLOYERS, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1				
2				
3				

APPLICANT'S AVAILABILITY

		MON	TUES	WED	THURS	FRI	SAT	SUN	HOURS ON OTHER JOB (IF APPLICABLE)
PART TIME ☐	DAY								
FULL TIME ☐	NITE								

AS A CONDITION OF MY APPLICATION AND OR EMPLOYMENT, I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS JUST CAUSE FOR DISMISSAL. IF HIRED, I AGREE TO FOLLOW THE RULES AND REGULATIONS OF HEALTH AND LEGAL AUTHORITIES AND SUCH RULES AND REGULATIONS THAT McDONALD'S SYSTEM, INC., OR ANY OF ITS LICENSEES MAY FROM TIME TO TIME PRESCRIBE, INCLUDING, IF NOT PROHIBITED BY LAW, LIE DETECTOR TESTS. MY REFUSAL TO COOPERATE WILL BE JUST CAUSE FOR DISMISSAL.

DATE _____ SIGNATURE _____

DO NOT WRITE BELOW THIS LINE

EMPLOYEE RECORD

NEW HIRE ☐ REHIRE ☐ WILL REPORT _____ HIRED BY _____ (SIGNATURE – POSITION)

IF REHIRE, GIVE DATE OF LAST TERMINATION _____

REMARKS _____

RATE CHANGES

DATE	NEW RATE
	$

TERMINATION

DATE _____ QUIT ☐ REASON: MIL. TRANSFER ☐ FAMILY RELOCATION ☐ DISSAT ☐ RETURN SCHOOL ☐ OTHER ☐

PERFORMANCE SUMMARY

	EXC.	GOOD	FAIR	POOR
ATTENDANCE				
COMPATABILITY				
QUALITY OF WORK				
HONESTY				
INITIATIVE				
APPEARANCE				

ADEQUATE NOTICE GIVEN? YES ☐ NO ☐

DISCHARGED ☐ ELIGIBLE FOR REHIRE? YES ☐ NO ☐

LEAVE OF ABSENCE ☐ LAYOFF ☐ (CONSIDER REHIRE ON RETURN FROM LEAVE OR LAYOFF)

REMARKS (EXPLAIN TERMINATION FULLY) _____

_____ (SIGNATURE – POSITION)

PREVOCATIONAL GUIDANCE

TASK: Identifies and utilizes resources for gathering information about occupational characteristics

COMPETENCY: Obtaining information concerning job openings

SUGGESTED RESOURCES

1. Friedman, S. and Jack Grossman, Modern Clerical Practice, 4th ed., Pitman Publishing Corp., distributed by Laidlaw Brothers; River Forest, Illinois.

2. Area newspapers

3. Magazines of special interest

4. "Getting A Job Is A Job" - 16mm film.
   Dubie-Dash Productions, 4949 Hollywood Blvd. (Suite 208), Hollywood, California 90027.

5. "Your Job: Fitting In" - 16mm film
   Coronet Instruction Films, 65 E. South Water St., Chicago, Illinois 60601.

6. 16mm projector
   screen

TASK: Identifies and utilizes resources for gathering information about occupational characteristics

COMPETENCY: Obtaining information concerning job openings.

LEARNING OBJECTIVES

After completing the learning activities, you will be able to:

1. List at least 8 sources for obtaining information concerning job openings.
2. Note differences in sources as to information they give you.
3. Become familiar with some of these sources by examining them firsthand.

EVALUATION PROCEDURES

The student will be evaluated by the instructor after completing the Work Sheet on page 6.

LEARNING ACTIVITIES

1. View the film, "Getting A Job Is A Job" or "Your Job: Fitting In". You will learn that it is important that you find a job you are happy with. Search sources for a job that suits you - not a job with which you will have to conform.

2. Read the Information Sheet on page 4.

3. Discuss with others in the class which of these sources are immediately available to you.

4. Choose one or two of the available sources and obtain information about job possibilities in one of your areas of interest. You may need assistance from your teacher or parents for transportation. Also, you may need to contact the source prior to visiting it.

EVALUATION PROCEDURES

The student will be evaluated by the instructor after completing the Work Sheet on page 6.

INFORMATION SHEET

Sources of information about job openings:

1. The school placement counselor - Visit your counselor and talk with him/her. After graduation, keep in touch by telephone or visit.

2. Teachers - Former teachers know your interests. They may know of job openings in your area of interest.

3. State Employment Service - Register with your local state employment service. Take complete resumé with you for an interview. This help is free. Often this service will test you to determine your skills and abilities.

4. Friends and relatives - Often jobs are secured through recommendations. Let your friends and relatives know you are looking for a job and know your qualifications and training. Fifty percent of jobs are acquired through this method.

5. Private employment agencies - These are listed in the yellow pages under "Employment". These agencies charge a fee and will try to place you into a position for which you are fitted. Again take all necessary information with you. Also be prepared to fill out an application blank or answer questions about yourself.

6. Employment departments - Some firms or plants have departments which accept applications. You usually don't have to make an appointment, but will be expected to fill out a form.

7. Classified "Help-wanted" advertisements - Examine advertisements in area newspapers and trade magazines.

   Sample Ad:

   (1) Office Mgr./Exec. Secretary for Health Systems Agency. (2) Must have full accounting skills. (3) Min. 4 yrs. experience.

   (4) Send resumé to: WV Health Systems Agency, Inc. 1120 Kanawha Valley Bldg. Charleston, W. Va. 25301.

   Explanation:

   (1) Position open - Office manager and executive secretary for Health Systems Agency

   (2) Qualifications - Excellent shorthand and typing. Bookkeeping.

   (3) Work experience - 4 years experience.

   (4) Review learning pac on resumés.

8. Classified "Positions-Wanted" advertisements - You may wish to advertise in a newspaper or magazine, listing your specific qualifications.

9. Civil Service - Announcements regarding examinations for such positions may be obtained from local post office, school placement counselor, civil service periodicals, and bulletin boards of government buildings.

WORK SHEET

Please answer the following questions.

List 8 ways you can find a job.

1. 5.
2. 6.
3. 7.
4. 8.

Fill in the blank:

1. _____ Employment offices charge a fee for job placement.
2. The best method for learning about jobs is through _____.
3. You will learn quite a bit about the job market by reading the _____ in the newspapers.
4. _____ Employment Service often requires you to complete a test for them.

KEY TO WORK SHEET

1. State Employment Service
2. School Placement Counselor
3. Teachers
4. Friends and relatives
5. Private employment agencies
6. Employment departments
7. Classified "Help-wanted" advertisements
8. Classified "Positions - Wanted" advertisements
9. Civil service

1. Private
2. Friends and relatives
3. Classified ads
4. State

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PREVOCATIONAL GUIDANCE

TASK: Identifies individuals in nontraditional occupations or work roles who might be an information resource or role model

COMPETENCY: Identify one or more occupational choices for your satisfaction

SUGGESTED RESOURCES

Film: "Anything You Want To Be" - Free film - American Telephone and Telegraph Company - ordered from local telephone company

Games: "Value Sheets", S 171 - Ms. - Making Sense of Our Lives, Argus Communications, 7440 Natchez, Niles, Illinois, 60648

Magazine: "Business Week", June 21, 1976

Publication: Project in Female Career Exploration, Mary A. Davis, Project Director, Monongalia County Schools, Morgantown, W. Va. (Complete list of addresses, bibliographies, books, films, magazines, poster, and tapes).

TEACHER NOTES:

Each of us are becoming more aware everyday through our media systems of the new and exciting jobs for men and women in nontraditional work roles. Due to the change in society, it is demanding students to investigate nontraditional work roles.

The activities and materials in this module are more oriented toward the female and her contributions and achievements in nontraditional roles. It is equally important to view the male in nontraditional roles.

TASK: Identifies individuals in nontraditional occupations or work roles who might be an information resource or role model

COMPETENCY: Identify one or more occupational choices for your satisfaction

LEARNING OBJECTIVES

The student can select individuals in nontraditional occupations or work roles who might be an information resource or role model.

EVALUATION PROCEDURES

The teacher will evaluate the students on their knowledge of nontraditional jobs.

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LEARNING ACTIVITIES

1. View film. Discuss the new ideas presented in the film.

2. Gather knowledge about persons in nontraditional roles by one or more of the following:

   a. Interview technique of someone in a nontraditional role.

   b. Read of the persons in jobs not in own area and give an oral report.

   c. Work in small groups using games designed to emphasize persons in nontraditional roles.

3. Select a guest speaker for the class who works in a nontraditional role.

4. List the advantages and disadvantages in each job the class has studied in this module.

5. Write thank you notes to the guest speaker.

EVALUATION PROCEDURES

The teacher will evaluate the students on their knowledge of nontraditional jobs.

PREVOCATIONAL GUIDANCE

TASK: Identifies the vocational and educational options available to him/her and describes their feasibility.

COMPETENCY: Identify one or more vocational and educational choices available to you and why this choice would be good for you.

SUGGESTED RESOURCES

Games:
Making Sense of Our Lives, S 164, "School's A Drag", "Value Sheets", Argus Communications, 7440 Natchez, Niles, Illinois, 60648.

Making Sense of Our Lives, S 111, "An Action Plan For Life", "Value Sheets", Argus Communication, 7440 Natchez, Niles, Illinois, 60648

Filmstrip:
"Dropping Out: Road To Nowhere", Guidance Associates, 757 Third Avenue, New York, 10017.

TEACHER NOTES

It is the responsibility of education to provide training and skills to an individual so he/she can function successfully in society. The human resource of our society needs to be protected and conserved like our other resources. When students choose to drop out of school, everyone is a loser. Career exploration should address itself to helping students stay in school. School should be relevant to the working world. This activity looks at some of the reasons why students leave school. The activity may also be used to do some planning to help encourage students to use their classes more wisely because of future occupational plans.

TASK: Identifies the vocational and educational options available to him/her and describes their feasibility.

COMPETENCY: Identify one or more vocational and educational choices available to you and why this choice would be good for you.

LEARNING OBJECTIVES

The student will be able to identify the vocational and educational options available and describe their feasibility. You will know the possibilities of jobs for dropouts.

EVALUATION PROCEDURES

The teacher will evaluate the student on his/her interest and contribution to the discussion. The students will be able to plan a tentative high school schedule, accounting for the proper number of credits and listing several options to his/her plan.

LEARNING ACTIVITIES

1. Play the game, "School's A Drag".

2. Use the prepared masters to encourage expression of ideas.

3. View the filmstrip: "Dropping Out: Road to Nowhere".

4. Outside of class, do one or more of the activities described in the guide:

   a. Interview a dropout.

   b. Find out the kinds of jobs available to a dropout.

   c. Write a balance list of "Short-run Advantages" and "Long-run Disadvantages".

   d. Do a report on "Jobs for the Unskilled and Uneducated -- Yesterday and Today".

   e. Have a panel discussion on how automation creates as well as replaces jobs.

5. Make a tentative high school schedule related to occupational plans.

6. Work by yourself and do the game, "An Action Plan for Life". Have small groups for discussion.

EVALUATION PROCEDURES

The teacher will evaluate the student on his/her interest and contribution to the discussion. The students will be able to plan a tentative high school schedule, accounting for the proper number of credits and listing several options to his/her plan.

PREVOCATIONAL GUIDANCE

TASK: Identifying the vocational and educational options available to him/her and describing their feasibility.

COMPETENCY:
Each individual shall identify one or more occupational choices suitable for personal satisfaction. (Why Go To School)

SUGGESTED RESOURCES

Game:

A. Making Sense of Our Lives, S164, "School's A Drag" Value Sheets, Argus Communications, 7440 Natchez, Niles, Illinois 60648

B. Making Sense of Our Lives, S111 "An Action Plan for Life", Value Sheets, Argus Communications, 7440 Natchez, Niles, Illinois 60648

Filmstrip:

A. "Dropping Out: Road to Nowhere", Guidance Associates, 757 Third Avenue, New York, N.Y. 10017

TEACHER NOTES:
It is the responsibility of education to provide training and skills to an individual so he/she can function successfully in society. The human resource of our society needs to be protected and conserved like our other resources. When students choose to drop out of school, everyone is a loser. Career exploration should address itself to helping students stay in school. School should be relevant to the working world. This activity looks at some of the reasons why students leave school. The activity may also be used to do some planning to help encourage students to use their classes more wisely because of future occupational plans.

TASK:
Identifying the vocational and educational options available to him/her and describing their feasibility.

COMPETENCY:
Each individual shall identify one or more occupational choices suitable for personal satisfaction.

LEARNING OBJECTIVES

The student will be able to list reasons why they should go to school in order to meet their occupational choices.

EVALUATION PROCEDURES

The teacher will evaluate the student on his/her interest and contribution to the discussion.

LEARNING ACTIVITIES

1. Students will play the game, "School's A Drag". Use the ideas from the game's instructions to help you express your answers.

2. Write a balance list of "Short-run advantages" and "long-run disadvantages" of school dropouts.

3. View filmstrip, "Dropping Out: Road to Nowhere".

4. Discuss the filmstrip.

5. Play the game, "An Action Plan for Life". Summarize the results by making a list on the board of different responses.

6. Complete attitude sheet.

EVALUATION PROCEDURES

The teacher will evaluate the student on his/her interest and contribution to the discussion.

PREVOCATIONAL GUIDANCE

TASK: Show an awareness and understanding of non-verbal communication

COMPETENCY: Understanding how people communicate non-verbally

SUGGESTED RESOURCES

1. The Art of Speaking, 3rd revised edition, by Elson & Peck, Ginn & Co. (A Xerox Co.), 1970.
2. Your Personality, Your Health, Your Job, Center for Vocational Education; Ohio State University, Columbus, Ohio, 1974.
3. Overhead projector
4. Transparencies of non-verbal examples
5. Charade questions

TASK: Show an awareness and understanding of non-verbal communication

COMPETENCY: Understanding how people communicate non-verbally

LEARNING OBJECTIVES

After completing the learning activities, you will become aware of and understand how you can communicate messages through movements and gestures.

EVALUATION PROCEDURES

Have students write a summary of non-verbal communication; what it is, what they have learned, if they liked it.

LEARNING ACTIVITIES

1. View models on overhead. What messages are these people relating to you? Write each of these down and you will discuss them. Discuss importance of non-verbal communication and its effect.

2. Role-play movements or body language with the entire class.

3. Discuss as a class the importance of non-verbal communication and its effect.

4. Participation in charades - divide into two teams. Each team act out charade listed on card (made up by teacher, such as "proud".) The other members of your team will guess feeling. This will be a timed competition.

5. More charade competition with students making up charades (either a title of a song, book, TV show or movie) and opposite team acting them out.

   Example: one of you may draw a card which says "Pantomime an elderly lady walking a poodle."

EVALUATION PROCEDURES

Have students write a summary of non-verbal communication; what it is, what they have learned, if they like it.

MODEL #1

MODEL #2

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MODEL #3

MODEL #4

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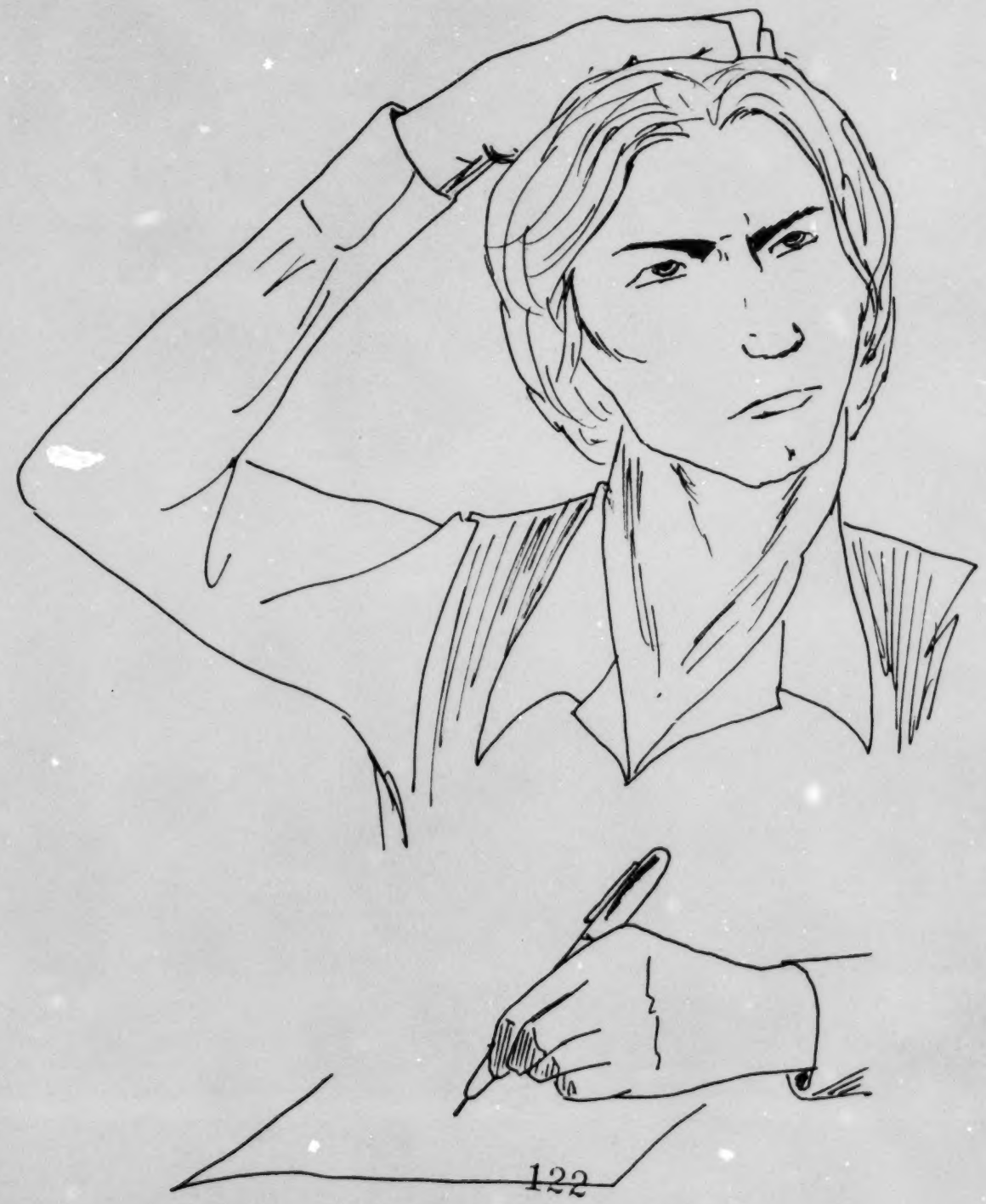
MODEL #5

MODEL #6



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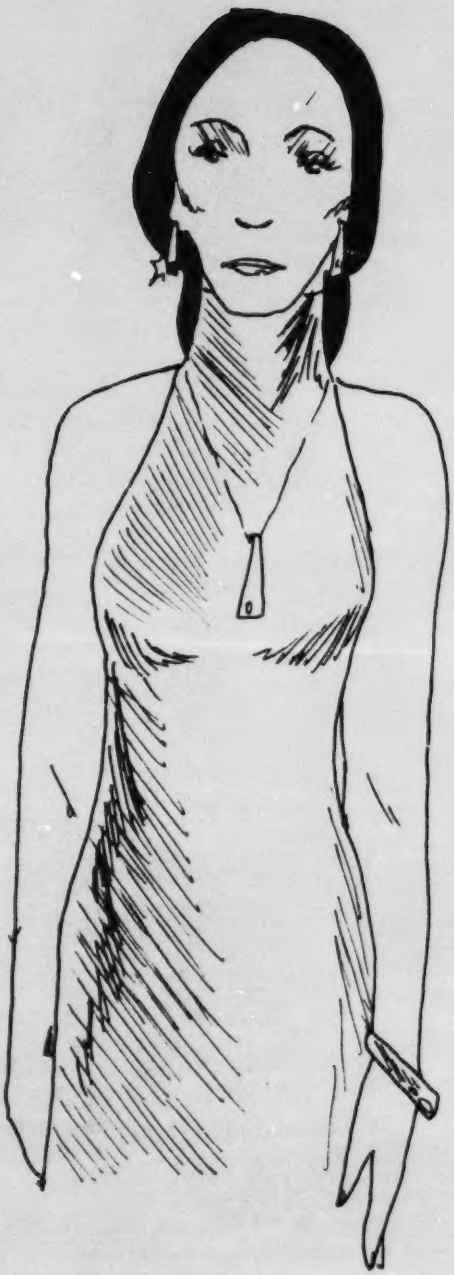
MODEL #7

MODEL #8



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KEY TO FEELINGS OF TRANSPARENCY MODELS

1. anger
2. happiness
3. confusion
4. tired, exhausted, weary
5. gleeful, wonderful
6. thinking, puzzled
7. victory
8. proud

PREVOCATIONAL GUIDANCE

TASK: Acquiring verbal communication skills in order to present your service or ideas to people

COMPETENCY: To develop oral and written communication skills

PREREQUISITE COMPETENCY RATIONALE: Completion of non-verbal communication pac

SUGGESTED RESOURCES

1. Overhead projector
2. The Art of Speaking, 3rd revised edition, by Elson & Peck, Ginn & Co. (A Xerox Co.), 1970.
3. Communication (filmstrip and tape) Job survival skills, Singer SVE. 1973. 10 min.

TASK: Acquiring verbal communication skills in order to present your service or ideas to people

COMPETENCY: To develop oral and written communication skills

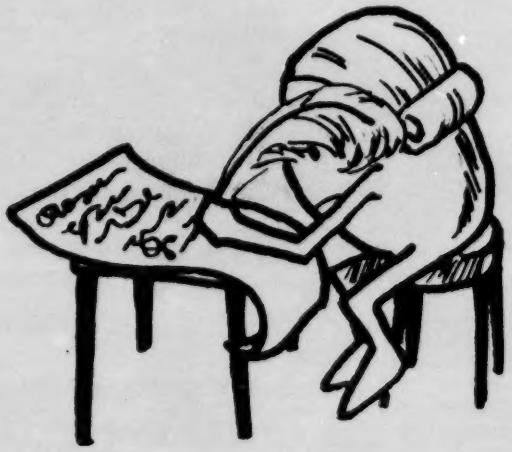
LEARNING OBJECTIVES

When you have completed the following learning activities, you will be able to:

1. Use written communication more effectively.
2. Use oral communication more effectively.
3. List other situations throughout your life in which you could use the skills of effective communication.

EVALUATION PROCEDURES

Observation of oral communication skills by the teacher.
Students evaluate each other in ability to follow directions and reach location.
Grading students' written list of ten words.



LEARNING ACTIVITIES

1. View the filmstrip on communication and listen to the tape.

2. Get into small groups and discuss what terms and attitudes are influential in persuading people. List these things and share them in a large group.

3. Develop a plan or technique to verbalize what we want to communicate.

   This plan is good to follow:

Step 1.	Wake up	- Arouse attention and stimulate interest
Step 2.	Concern listener	- Get listener personally involved and establish need.
Step 3.	Speak generally	- Explain product, idea or service.
Step 4.	For example	- Give facts, appeals, reasons to support your product, idea or service.
Step 5.	Sell	- Be specific about why you are promoting your product, idea or service and use convincing appeal to persuade listener.

In order to use this technique you will think of an interest or job area you may consider in the future. There are materials available in media center to assist you. Prepare your product, idea or service. You may use the technique given in the learning activities or some organization of your own. Try to verbalize this by communicating your service, product or idea to one other person.

4. Make up a list of 10 words which have different meanings. Ex.: Cool means weather conditions or refers to someone's appearance. (Written Communication) (We will work in groups of three students to come up with this list.)

5. Role-playing of everyday situations which teachers will make up and distribute on cards. Students will be in groups, the numbers depending upon the number needed for each situation. (Oral communication) Students will act out situation for rest of class.

6. Giving directions. Have students draw a location from a hat and write directions on how to get there from the school. Then give a group of two students these directions orally and see if they can follow them. Work in groups of three students. (Written and oral communications).

EVALUATION PROCEDURES

Observation of oral communication skills by the teacher. Students evaluate each other in ability to follow directions and reach location. Grading students' written list of ten words.

PREVOCATIONAL GUIDANCE

TASK: Identifying from a variety of lifestyles those which at present appear to be most compatible with the kind of person one sees oneself to be.

COMPETENCY: Each individual shall be able to choose career options that will provide a lifestyle of his/her choice.

SUGGESTED RESOURCES

Packet - Book and Spirit Masters: If You Don't Know Where You're Going You'll Probably End Up Somewhere Else, Campbell, David., Argus Communication, Niles, Illinois, 1974.

Game: Making Sense of Our Lives, S 173, "I Value.....", Argus Communication, 7440 Natchez, Niles, Illinois, 60648.

Test: Ohio Work Values Inventory, Fenner, Bradford, Ohio University, Athens, 1973.

TEACHER NOTES:

How important is it to enjoy your work? Is one a better employee if he likes his/her work? Counselors are told by industry that it is most important for their workers to be able to get along with others. How do you help someone acquire acceptable work values?

The prepared materials in this unit have many values built into them. By allowing students to play these games, explore their values and lifestyles, better decisions about jobs can be made.

TASK: Identifying from a variety of lifestyles those which at present appear to be most compatible with the kind of person one sees oneself to be.

COMPETENCY: Each individual shall be able to choose career options that will provide a lifestyle of his/her choice.

LEARNING OBJECTIVES

After completing the learning activities, you will be able to associate the lifestyle with your chosen career and the person you want to be.

EVALUATION PROCEDURES

Through observation, the group leader should determine if the student took part in the activities.

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LEARNING ACTIVITIES

1. Participate in as many of the activities found in If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else as time allows.
2. Keep the game sheets in a personal folder.
3. Include in the folder the value sheets "I Value....."
4. Have a group discussion.
5. List three occupational choices according to values and lifestyles.
6. Complete the work value survey.

EVALUATION PROCEDURES

Through observation, the group leader should determine if the student took part in the activities.

PREVOCATIONAL GUIDANCE

TASK: Selecting personal educational alternatives for each occupational choice

COMPETENCY: Each individual shall assume the responsibility to continuously investigate, evaluate, and pursue educational alternatives for his/her occupational interests

SUGGESTED RESOURCES

Filmstrip:
"Discovery", American Telephone and Telegraph - free film - available through local telephone system.

Spirit Masters:
Provided in Teacher's Guide with film - "Discovery".

Books:
Asimov, Issac, Today and Tomorrow and ..., New York, Doubleday, 1973.

Toffler, Alvin, Future Shock, New York, Bantam, 1971.

Commoner, Barry, The Closing Circle: Nature, Man, and Technology, New York, Bantam, 1972.

TEACHER NOTES:

The unit is based on free materials provided by the Bell Telephone System. It is designed as a value clarification approach to subject matter areas. Technological changes have and will continue to change our society. The change in our communication system alone has been so rapid that many parents of high school students today can easily remember when few families owned a TV set.

The film "Discovery" provides an opportunity for the counselor to become a resource person to the teacher. A team teaching setting can be used in discussing values as well as presenting factual information.

The facts given in the film establishes a basis for certain decisions to be made about art and science. The change in technology emphasizes the necessity of several options or alternatives in job selection in today's world.

TASK: Selecting personal educational alternatives for each occupational choice

COMPETENCY: Each individual shall assume the responsibility to continuously investigate, evaluate, and pursue educational alternatives for his/her occupational interests

LEARNING OBJECTIVES

The student will be able to select personal educational alternatives for each occupational choice.

EVALUATION PROCEDURES

The student will list three occupational choices and the training required for each. Assuming it will be necessary, due to technological advancement, to change these choices in the future, make three other choices. List the new training needed and the transferable skills from the old to new jobs.

LEARNING ACTIVITIES

1. Complete the spirit master one, "What Do You Think?" This is intended to stimulate thought about curiosity, creativity, and communication as they relate to nature. This exercise may be used as a lead-in to the film.

2. Summarize by having the group discuss reactions to master one. (There are many questions and ideas listed in the teacher's guide to elicit student response).

3. View the film "Discovery". (Ways of introducing and summarizing the film are listed in the teacher's guide).

4. Spirit master two "Art As Science, Science As Art?" may be used to help show the similarity of art and science in terms of their motive and goals.

5. Do one or more of the "Suggested Activities".

   Examples from the guide include:

   a. Organize a debate on the issue: "Technology: Mankind's Hope?"

   b. Make a collage of magazine cutouts of various types of communications.

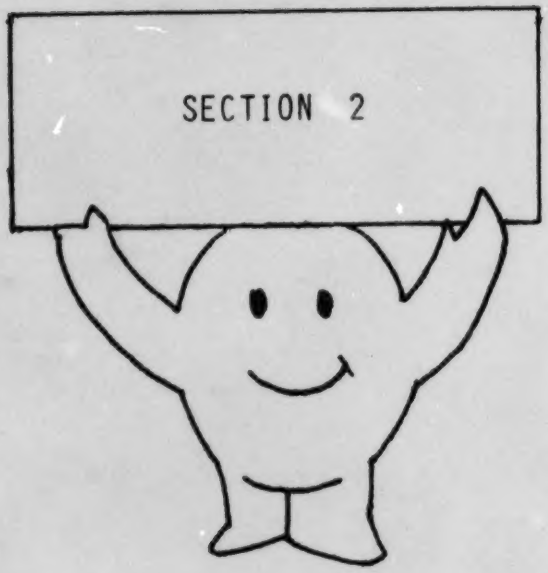
   c. Make a list of ten most important environmental concerns in your community.

   d. Write a radio science fiction drama which might take place in the year 2000, dealing with the relationship between man, science, and the environment.

   e. Make a list of new jobs that will be created because of man's inventions and those which may become obsolete.

EVALUATION PROCEDURES

The student will list three occupational choices and the training required for each. Assuming it will be necessary, due to technological advancement, to change these choices in the future, make three other choices. List the new training needed and the transferable skills from the old to new jobs.


SECTION 2

DUNBAR HIGH SCHOOL

Prevocational Exploration

Guidance Component

Dunbar High School has a student body of 545 students, grades 10-12. There are twenty-eight teachers, two counselors, one vice principal, and one principal.

The Prevocational Exploration Program was initiated last year with four components:

Business
Service
Industrial
Guidance - Interwoven within the other three

All students were required to take two components of their choice except those students who were required to take the math lab or who chose to enroll in individual vocal or instrumental instruction. Those students chose only one component.

The guidance component contained nine sessions so the counselor conducted one session a week in each of the three areas. Because of the scheduling system, the counselor presented the same guidance units each nine-week period.

When sophomores enter Dunbar High School they have had a few prevocational exploration experiences at the ninth-grade level.

1. All students had been administered the General Aptitude Test Battery and had received interpretation.

2. Interested students had spent a day at the Benjamin Franklin Career and Technical Education Center.

3. Interested students had spent a day on the job with a person in the student's field of career interest.

4. All students had developed a tenative three-year program of study for high school.

Other prevocational exploration experiences are infused in the school curriculum and guidance services.

1. Counselors conduct orientation sessions in feeder junior high schools in the spring. They work with the students first in large group sessions and then in small group sessions comprised of ten to twelve students. In the guidance sessions, students learn about Dunbar High School and develop their programs of study for the tenth grade.

2. Counselors plan and conduct an orientation day program for entering sophomores. This event is held the week prior to the opening of school after the teachers have returned to the building. Students meet with counselor-trained peer leaders to learn about the school. Students then follow their schedules, spending ten minutes in each class where teachers give an overview of the course of study.

3. Counselors plan to administer an Interest Inventory to all sophomore students in 1979-80.

4. Sophomores have an opportunity to attend the college fair at the Charleston Civic Center in October. This year vocational schools will participate in the fair.

5. In November sophomores will participate in a Career Day Program.

6. The General Aptitude Test Battery is administered to the few sophomores who did not take it in the ninth grade.

7. Beginning in January counselors accompany small groups of sophomores, not more than ten at a time, to the Benjamin Franklin Career and Vocational Education Center to talk to instructors, observe students, and get some "hands on" experiences in their areas of interest. This is a component of the guidance subject selection unit.

8. Counselors conduct group guidance sessions through tenth grade social studies classes to help students plan their courses of study for the eleventh grade. Counselors describe the course of study bulletin for the next year.

   After the large group session counselors meet with students in small groups, eight to ten, to help them finalize their subject selection for the junior year.

9. Counselors send letters to parents informing them about their child's subject selections for the next year. They are invited to come to the school for a conference with the counselor if they have concerns about their child's subject choices.

Because there will not be time for counselors to cover all guidance aspects of the prevocational exploration, an effort will be made to obtain help of the English department in the teaching of the following competencies:

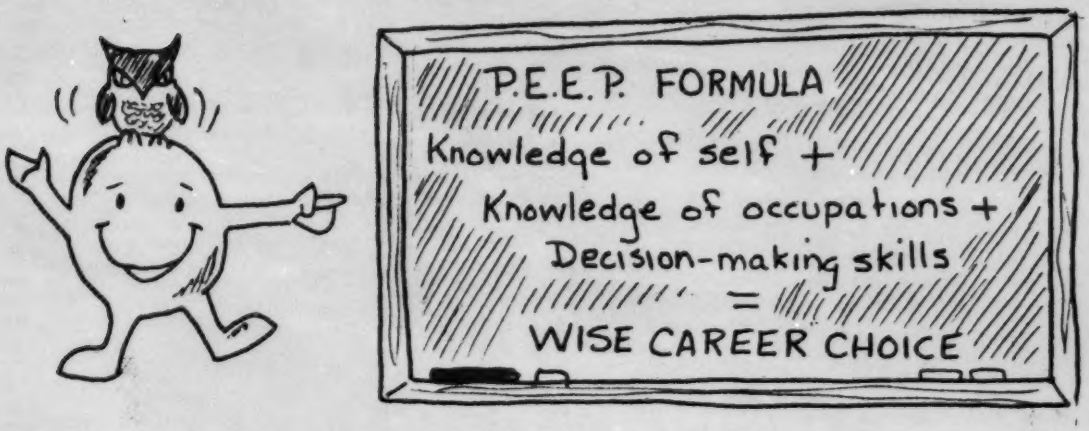
1. Completing resumes
2. Completing application form
3. Developing verbal and nonverbal communication skills
4. Experiencing an interview

An effort is being made to plan a developmental career exploration program beginning with prevocational exploration in the tenth grade and continuing with other aspects of career development in eleventh-grade social studies and twelfth-grade English. A few packets which can be used in the eleventh and twelfth grades have been developed.

Because the school has a number of the McKnight filmstrips and tapes, much of the tenth grade prevocation programs is based on their materials. Should we find students "burning out" on film strips and tapes, it will be necessary to revise our activities.

INFORMATION SHEET

INTRODUCING THE PREVOCATIONAL EXPLORATION PROGRAM



The Prevocational Exploration Program is designed to help you learn how to make a wise career choice. In the program

1. You will learn about YOURSELF -- your goals, your personality traits, your interests, your aptitudes, and your values.

2. You will learn about OCCUPATIONS.

3. You will learn about DECISION MAKING.

Since it would be impossible to learn ALL about yourself, occupations, and decision making in the tenth grade, there will be opportunity for you to continue this exploration in the eleventh and twelfth grades.

PEEP says "Good luck to ya," as you peep and continue to peep at yourself, occupations, and decision making all through life. It takes a lot of peepin' to have a satisfying career.

The attached Information Sheet was developed for use in introducing the Prevocational Exploration Program to sophomores. It would be given to students at the beginning of the first guidance session to re-emphasize what has been conveyed to them in ninth grade orientation sessions.

UNIT I

PREVOCATIONAL GUIDANCE

TASK: Developing an understanding of career as a means of meeting a goal.

COMPETENCY: Identifying the components of a career.

SUGGESTED RESOURCES

1. Filmstrip/cassette tape, "Creating A Career," Career Decision-making Program, Appalachia Educational Laboratory, Inc., McKnight Publishing Company, Bloomington, Illinois.

2. "Career Guidance Filmstrip Guide," Career Decision-making Program, Appalachia Educational Laboratory, Inc., McKnight Publishing Company, Bloomington, Illinois.

3. Filmstrip Projector

4. Tape Player

5. Screen

6. 5 Career Collages

7. Information Sheet for each student

8. Worksheet #1 for each student

9. Worksheet #2 for each student

TASK: Developing an understanding of career as a means of meeting a goal.

COMPETENCY: Identifying the components of a career.

LEARNING OBJECTIVES

After completing learning activities, students will be able to:

1. List career activities in which they are now engaged.
2. List three career activities which they hope to have over the next ten years.
3. List the four major kinds of activities that make up a person's career.
4. Recognize career patterns in a collage. (If time should permit and materials are available, it would be more effective to have each student make his/her own career collage.)

EVALUATION PROCEDURES

The student's completed Worksheet #2 will demonstrate his/her ability to identify the four major components of a career.

WORKSHEET #1

CAREER ACTIVITIES LIST

List the career activities in which you are now engaged. Remember to include activities in education, work, home and family, and community/civic/church service. If you need more space, write on the back.

1.

2.

3.

4.

5.

6.

7.

8.

List three more activities you hope to be engaged in over the next ten years.

1.

2.

3.

LEARNING ACTIVITIES

1. Students read Information Sheet. Counselor leads discussion.

2. Counselor introduces filmstrip/tape, "Creating A Career."

3. Students view filmstrip and listen to tape.

4. Counselor leads discussion using key questions found in "Career Guidance Filmstrip Guide."

5. Students complete Worksheet #1, Career Activities List.

6. Counselor shows students a career collage, asking them to identify the major activities depicted in the collage.

7. Counselor divides students into four groups, giving each group a different career collage. The group identifies major activities depicted in the collage.

8. A group member reports findings of the group to the class.

9. Students complete Worksheet #2.

EVALUATION PROCEDURES

The student's completed Worksheet #2 will demonstrate his/her ability to identify the four major components of a career.

INFORMATION SHEET

THE MEANING OF CAREER COMPONENTS

A person's career is made up of four main parts or components:

1. EDUCATION AND TRAINING: This includes elementary school, junior high, senior high, technical school, and college. It also includes training for a certain skill such as welding, carpentry, or dancing.

2. OCCUPATIONS: Those activities for which you receive pay.

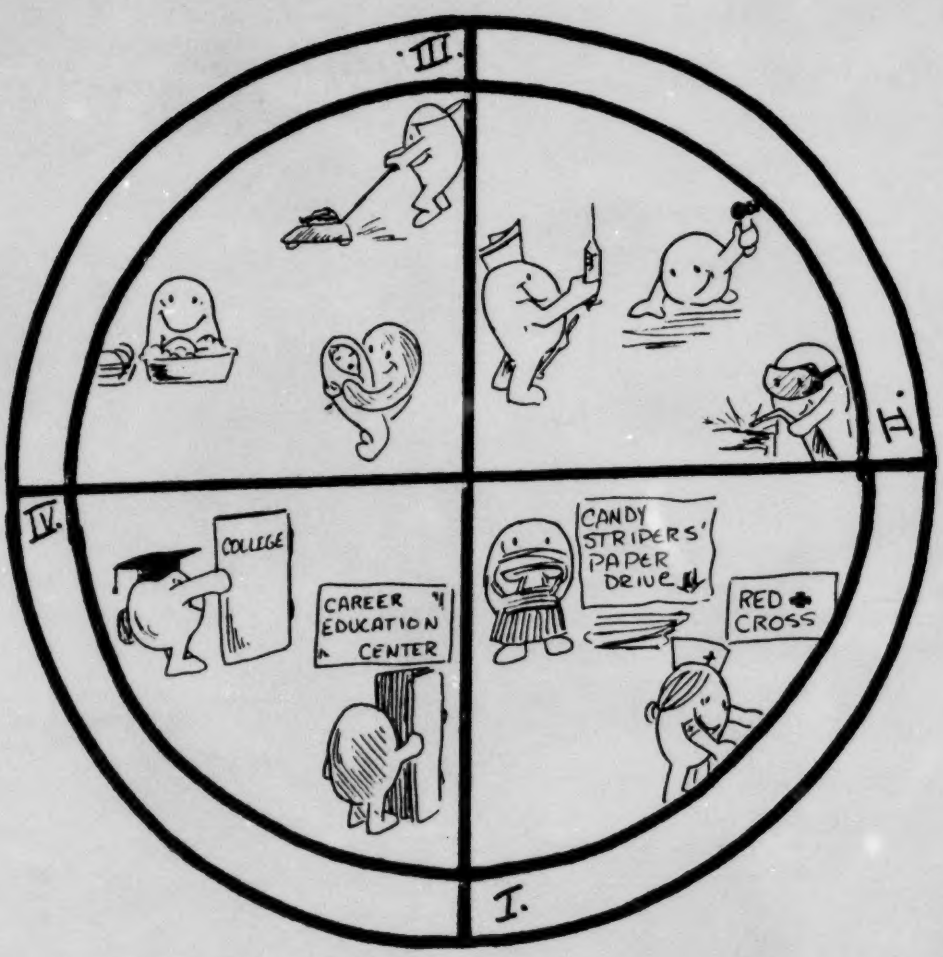
3. HOME AND FAMILY: This includes housekeeping, yard work, home repairs, and caring for family members.

4. COMMUNITY AND CIVIC ACTIVITIES: These include working for service groups (Red Cross, Lions Club) or working on your own (caring for a sick neighbor), collecting for the Cancer Fund, doing campaign work.

WORKSHEET #2

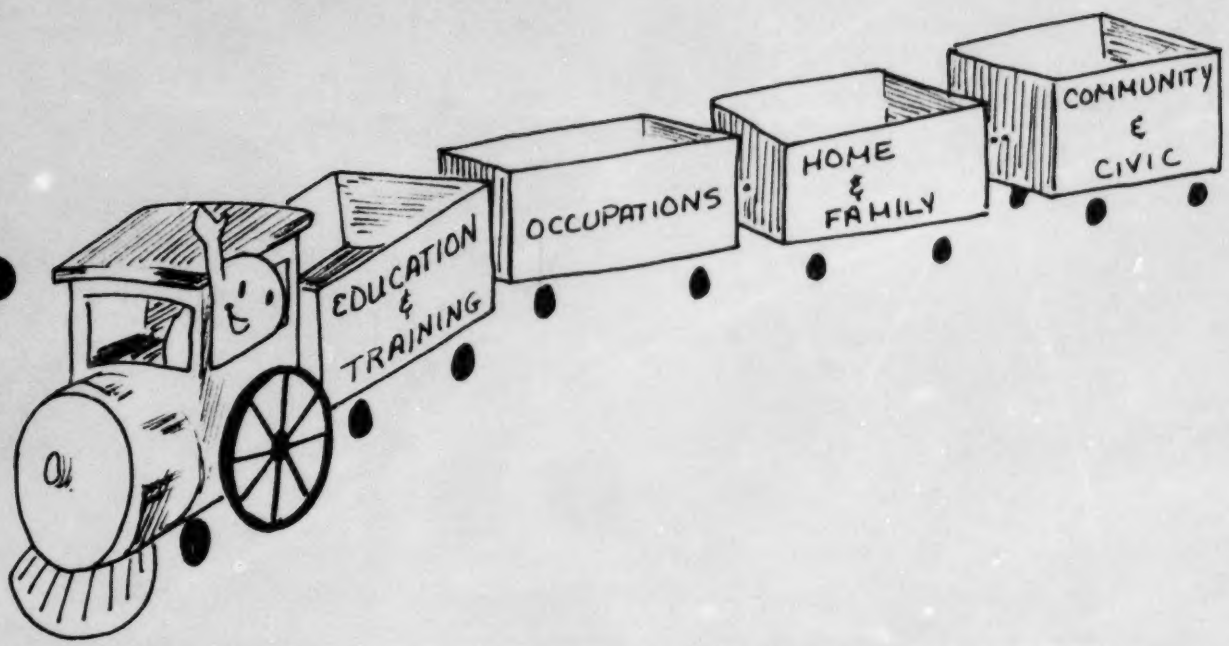
CAREER COMPONENT WHEEL

The pictures in the wheel should remind you of the four major components of a career. Remember COMPONENT means PART. Write the components in the spaces provided in the outer circle.



WORKSHEET #2 KEY

1. Community and Service
2. Occupations
3. Home and Family
4. Education and Training



UNIT II

PREVOCATIONAL GUIDANCE

TASK: Developing an understanding of work as a means of meeting life goals.

COMPETENCY: Identifying personal goals.

SUGGESTED RESOURCES

1. Filmstrip/cassette tape, "Career goals," Career Decision-making Program, Appalachia Educational Laboratory, Inc., McKnight Publishing Company, Bloomington, Illinois.
2. "Career Guidance Filmstrip Guide," Career Decision-making Program, Appalachia Educational Laboratory, Inc., McKnight Publishing Company, Bloomington, Illinois.
3. Filmstrip Projector
4. Tape Player
5. Overhead Projector
6. Transparency, "Sample Goal Focus Chart"
7. Information Sheet
8. Worksheet

TASK: Developing an understanding of work as a means of meeting life goals.

COMPETENCY: Identifying personal goals

LEARNING OBJECTIVES

After completing learning activities, students will be able to:

1. Define these terms: goal, career goal, work.

2. Identify their present goals and their probable goals five years from now in terms of things they want to do, things they want to have, and things they want to be.

EVALUATION PROCEDURES

The student's completed worksheet will demonstrate his/her ability to state personal goals and to define the terms.

The student's participation in discussion will demonstrate his/her understanding of the importance of establishing life goals.

LEARNING ACTIVITIES

1. Students read Information Sheet. Counselor leads discussion.

2. Counselor introduces filmstrip/tape, "Career Goals".

3. Students view filmstrip and listen to tape.

4. Counselor leads discussion of filmstrip/tape, using questions from "Career Guidance Filmstrip Guide."

5. Counselor uses transparency, "Sample Goal Focus Chart," to explain charting your goals.

6. Students complete Worksheet.

EVALUATION PROCEDURES

The student's completed worksheet will demonstrate his/her ability to recognize five ways decisions are made.

The student's participation in discussion will demonstrate his/her understanding of the importance of establishing life goals.

INFORMATION SHEET

INTRODUCING KEY WORDS

GOAL: Anything you think you need or want. It may be something you

want to do

or

want to be

or

want to have

CAREER GOAL: Anything you want to do, to be, or to have through work activities.

WORK: Purposeful activity. Work produces something of value for the worker and/or others. People may or may not be paid for work.

TRANSPARENCY

SAMPLE GOAL FOCUS CHART

Year	Your Age	Things You Want To Do	Things You Want To Have	Things You Want To Be
1977	15	play football pass chemistry ride horses party	a stereo money new clothes a horse	liked a good student happy
1982 5 years later	20	write plays ride horses go to college	car good job steady dates	in love a writer rich
1992 15 years later	30	write short stories listen well	children house Honda 350	still married famous rich
2017 40 years later	55	write a novel ride horses travel teach writing	grandchildren house horses Mercedes	still married someone people come to when they're in trouble
2037 60 years later	75	write mysteries travel help people	condominium on the ocean emeralds	still married loved happy

Exploring Career Decision-Making, McKnight Publishing Company, Bloomington, Illinois, page 10.

WORKSHEET

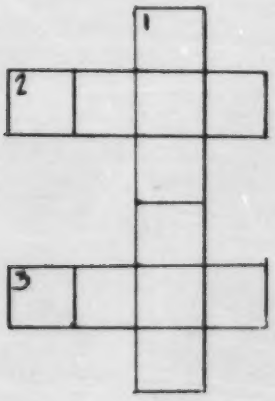
FOCUSING ON GOALS

Now that you have had a chance to think about goals and how they can affect your career planning, see if you can list some of your own goals today and some that you may have five years from now.

Year	Your Age	Things You Want To Do	Things You Want to Have	Things You Want To Be
1979				
1984				

CHECK YOUR WORD KNOWLEDGE

Using the definitions on the right, solve the word puzzle.



1. All a person's work activities
2. Anything you need or want
3. Purposeful activity

Complete the sentence:

Goals which you achieve through work activities are called _____ _____.

UNIT III

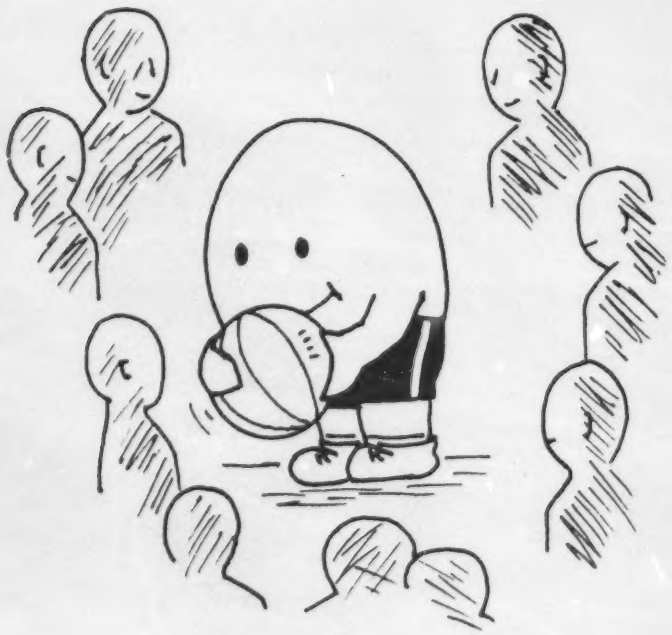
PREVOCATIONAL GUIDANCE

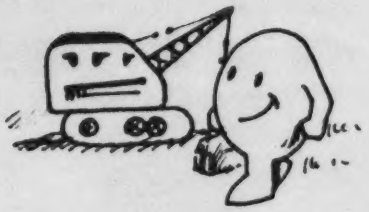
TASK: To understand the development of personal characteristics with characteristics of jobs.

COMPETENCY: To recognize the subjective nature of self-information.

SUGGESTED RESOURCES

1. Filmstrip projector/screen.
2. Cassette tape player.
3. Filmstrip and Cassette Tape "Sequences in Self Exploration." Item 32727, McKnight Publishing Company.
4. Book: Exploring Your Personality by William E. Henry, Science Research Associates, Inc., 1962.
5. Book: Succeeding in the World of Work by Kimgrell and Vineyard, McKnight & McKnight Publishing Company, 1970.
6. Worksheet A





TASK: To understand the development of personal characteristics with characteristics of jobs.

COMPETENCY: To recognize the subjective nature of self-information.

LEARNING OBJECTIVES

When students complete the following learning activities, they will be able to:

1. Know more about themselves.

2. Learn how other people think and feel.

EVALUATION PROCEDURES

Counselor evaluates students on their written comments and discussion in class to the film.

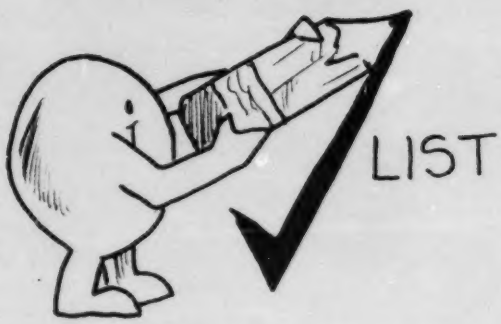
WORKSHEET A-1

Directions. Rate yourself as you think other people would rate you. Answer the questions by marking the appropriate circle for each item.

This person is	Usually	Sometimes	Rarely
1. Happy	___	___	___
2. Confident	___	___	___
3. Clean	___	___	___
4. Enthusiastic	___	___	___
5. Industrious	___	___	___
6. Responsible	___	___	___
7. Thorough	___	___	___
8. Resourceful	___	___	___
9. Self-starting	___	___	___
10. Knowledgeable	___	___	___
11. Creative	___	___	___
12. Truthful	___	___	___
13. Stable	___	___	___
14. Proud	___	___	___
15. Morally Good	___	___	___
16. Friendly	___	___	___
17. Cheerful	___	___	___
18. Modest	___	___	___
19. Outgoing	___	___	___
20. Accepting	___	___	___
21. Sincere	___	___	___
22. Understanding	___	___	___

WORKSHEET A-1 (Continued)

This person is	Usually	Sometimes	Rarely
23. Loyal	____	____	____
24. Reasonable	____	____	____
25. Democratic	____	____	____
26. Constructive	____	____	____
27. Tolerant	____	____	____
28. Fair	____	____	____
29. Just	____	____	____
30. Lawful	____	____	____
31. Polite	____	____	____



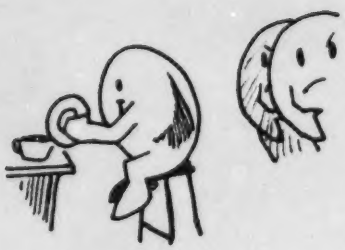
WORKSHEET A-2

Directions. Rate yourself as you think other people would rate you. Answer the questions by marking the appropriate circle for each item.

This person is	Usually	Sometimes	Rarely
1. Happy	___	___	___
2. Confident	___	___	___
3. Clean	___	___	___
4. Enthusiastic	___	___	___
5. Industrious	___	___	___
6. Responsible	___	___	___
7. Thorough	___	___	___
8. Resourceful	___	___	___
9. Self-starting	___	___	___
10. Knowledgeable	___	___	___
11. Creative	___	___	___
12. Truthful	___	___	___
13. Stable	___	___	___
14. Proud	___	___	___
15. Morally Good	___	___	___
16. Friendly	___	___	___
17. Cheerful	___	___	___
18. Modest	___	___	___
19. Outgoing	___	___	___
20. Accepting	___	___	___
21. Sincere	___	___	___
22. Understanding	___	___	___
23. Loyal	___	___	___

WORKSHEET A-2 (Continued)

This person is	Usually	Sometimes	Rarely
24. Reasonable	____	____	____
25. Democratic	____	____	____
26. Constructive	____	____	____
27. Tolerant	____	____	____
28. Fair	____	____	____
29. Just	____	____	____
30. Lawful	____	____	____
31. Polite	____	____	____



WORKSHEET B

Use the results from Worksheets A-1 and A-2 to answer the following questions:

1. Did the person describe you as you thought he/she would?

2. Did he/she portray a worse or better picture than you expected?

3. Were you surprised by the descriptions? Why, or why not?

4. If the way you see yourself differs from others, which view do you think is more to the point? Why?

5. Why do you think others' views of you may be different from the way you see yourself? Should these views agree?

6. What did you learn about yourself? What ideas do you want to consider further.

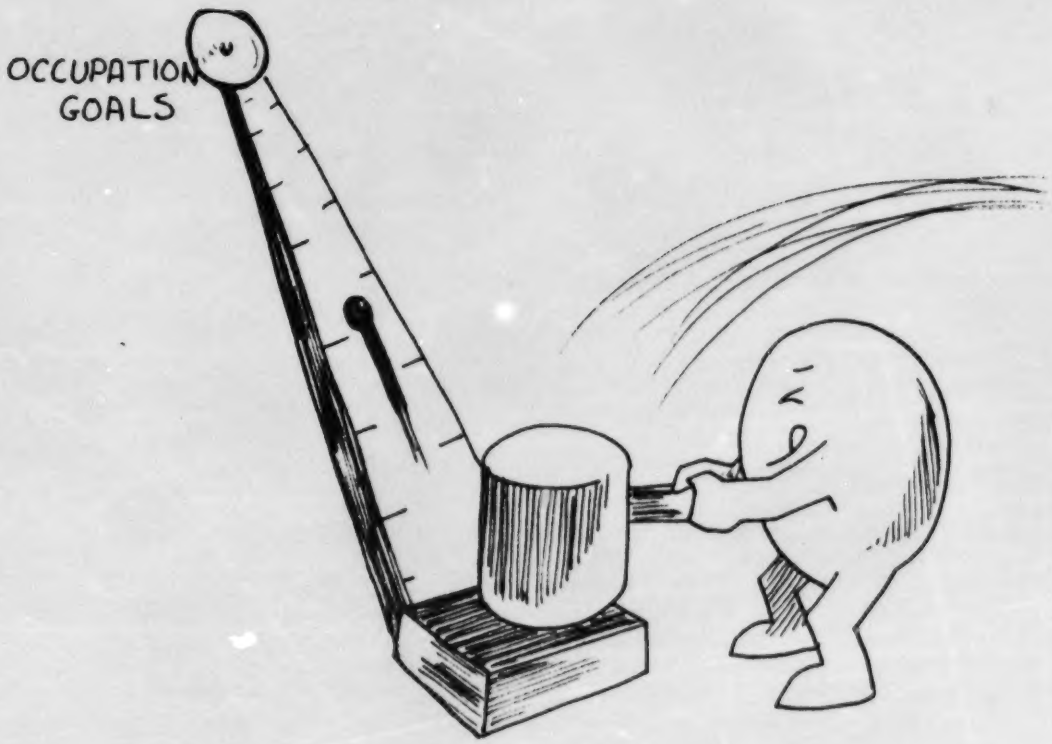
PREVOCATIONAL GUIDANCE

TASK: To understand the development of personal characteristics with characteristics of jobs.

COMPETENCY: To identify personality characteristics which may help achieve occupational goals.

SUGGESTED RESOURCES

1. Book: Exploring Your Personality by William E. Henry, Science Research Associates, Inc., 1962.
2. Blackboard
3. Worksheets A, B, and C.



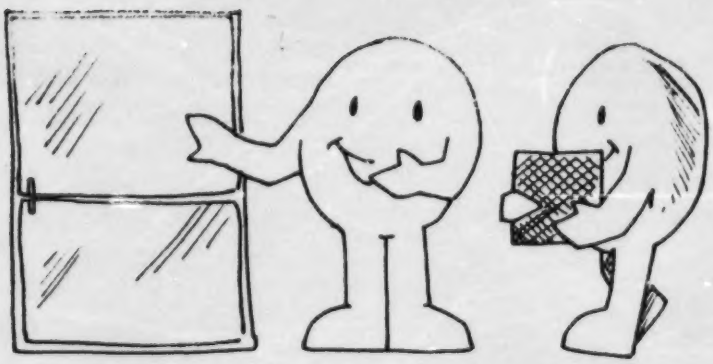
LEARNING ACTIVITIES

1. Complete Worksheets A-1 and A-2. First student rates himself and then gives another worksheet to a friend to be evaluated by the friend.

2. Complete Worksheet B, Questions about the two ratings.

EVALUATION PROCEDURES

Counselor uses worksheets as a means of personal counseling.



TASK: To understand the development of personal characteristics with characteristics of jobs.

COMPETENCY: To identify personality characteristics which may help achieve occupational goals.

LEARNING OBJECTIVES

When students complete the following activities, they will be able to:

1. Be able to define the word "personality."
2. Be able to recognize personality traits.
3. Know more about their own personality.

EVALUATION PROCEDURE

Counselor will evaluate the worksheet forms.

LEARNING ACTIVITIES

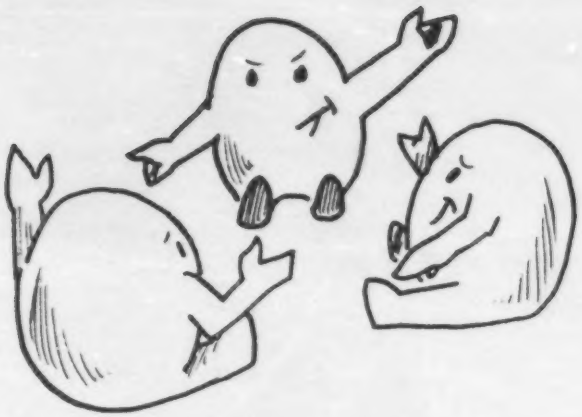
1. Discuss topics on "What do You Know About Your Personality" and "Personality and Career Goals" taken from Exploring Your Personality and Succeeding in the World of Work.

2. View filmstrip on "Self Exploration" and listen to the tape.

3. Complete Worksheet A after viewing film.

EVALUATION PROCEDURES

Counselor evaluates students on their written comments and discussion in class to the film.



WORKSHEET A

Watch the filmstrip "Self Exploration" and then answer question A.

A. During the first part of the filmstrip there was no narration, only music. After a while narration began. How did this narration alter your reaction to the following parts:

   a. The Storm

   b. The Dream

   c. The Woods

   d. The Clock

DISCUSSION

After a short discussion answer the following questions.

B. Did most of your class have the same reactions to the film?

C. Is there a right version?

D. What do the reactions of others tell you about how they interpret their experience?

E. What does this experience tell you about yourself and how you interpret information? How much did your own thoughts and feelings influence the way you interpreted the information?

PREVOCATIONAL GUIDANCE

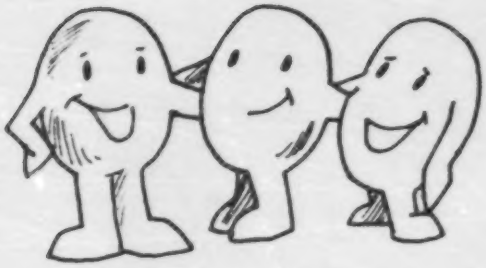
TASK: To understand the development of personal characteristics with characteristics of jobs.

COMPETENCY: To compare personality traits through perceptions of others.

SUGGESTED RESOURCES

1. Book: Exploring Your Personality by William E. Henry, Science Research Associates, Inc., 1962.

2. Worksheets A-1 and A-1, B



TASK: To understand the development of personal characteristics with characteristics of jobs.

COMPETENCY: To compare personality traits through perception of others.

LEARNING OBJECTIVES

Know themselves from another persons point of view.

EVALUATION PROCEDURE

Counselor uses worksheets as a means of personal counseling.

LEARNING ACTIVITIES

1. Read Information Sheet I.
2. Complete Worksheet A, filling in the parts of a person's total personality.
3. Complete Worksheet B and score by using Key 1 which is included.
4. Complete Worksheet C, a list of personality traits.

EVALUATION PROCEDURE

Counselor will evaluate the worksheet forms.

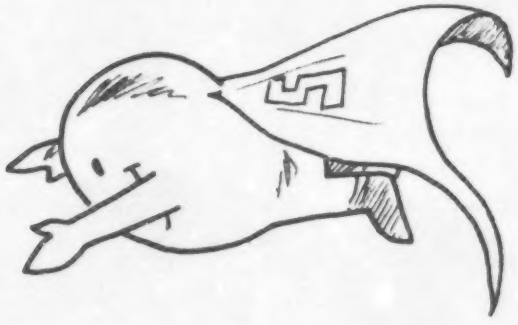
INFORMATION SHEET I

PERSONALITY

"She certainly has a wonderful personality!" . . . "His personality rubs me the wrong way." How often have you heard people say things like this? Many times, no doubt, you have heard others like them. Really, what are these people saying? Maybe it would be better to ask, "What do we mean by personality?" Here is a definition of personality:

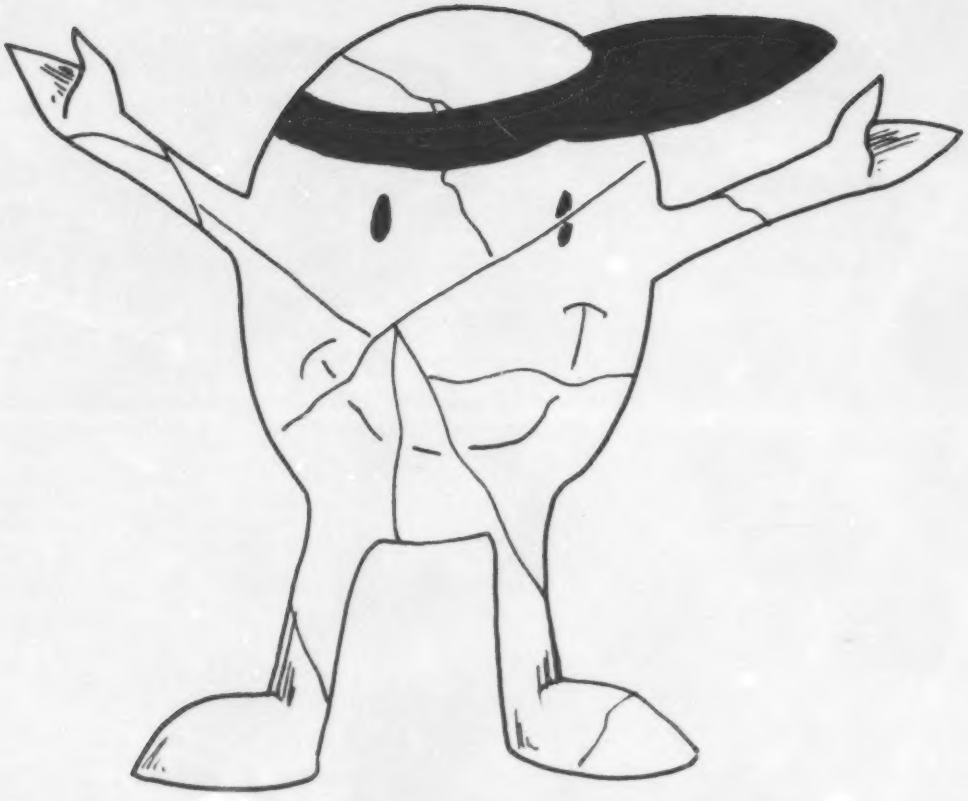
It is the total person you are today, what you used to be, and what you will be in the future. It is your: hair color, age, favorite foods, abilities or skills, (such as mechanical or artistic), interests or hobbies, beliefs in God or stopping pollution, and many many more things.

Your personality is made up of different parts called traits. Some of these traits are: physical (your body), social skills (how you get along with people), interests (what you like and dislike), abilities and skills (mechanical, sewing, reading), values and goals (what is important to you) and many other traits. These traits (parts) make you a different person than any other person in the world.



WORKSHEET A

Fill in the different parts of the puzzle below with personality traits.



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WORKSHEET B

Answer the following questions by writing "Yes" before the statements you feel apply to you and "No" if they do not apply to you. This activity will help to identify your personality-improvement needs.

____1. Do I have a good disposition, not given to moody spells or blues?

____2. Do I just naturally warm up to people?

____3. Am I interested in the activities of others even when they are not much like my own ideas and hobbies?

____4. Am I tolerant and understanding about other people's faults?

____5. Do I like to give enjoyable parties as well as to go to them myself?

____6. Do I enter actively into games, sports, community programs?

____7. Do I like to lead in getting up parties or special affairs for my crowd?

____8. Do I like to make the first move in meeting new people?

____9. Does other people's pleasure concern me as much as my own fun at a party or gathering?

____10. Do I make a good partner in stunts and games?

____11. Are people's names and faces easy for me to remember when I see them?

____12. Am I calm and collected, free from worry and fuss, when entertaining?

____13. Am I easy to get along with, never insisting on my own way?

____14. Do I take the time to remember birthdays and the other special dates in the lives of my friends?

____15. Do I observe social obligations carefully, promptly sending thank-you and R.S.V.P. notes?

____16. Is my general conversation light and pleasant rather than irritating or touchy?

____17. Do I try to look attractive when I am going out or when I entertain?

____18. Do I avoid having friends in only one narrow clique?

____19. Am I interested in the latest good movies, books, sports events, TV programs, and so on?

____20. Rather than coolly waiting for the other person to take the first step, do I like to invite new acquaintances who appear to be attractive to join me for pleasant times?

____21. Can you be depended upon to do what you say you will?

____22. Do you try not to show off how much you know?

____23. Do you try not to boss people?

____24. Do you avoid making fun of others behind their backs?

____25. Are you careful not to make comments that embarrass others?

____26. Do you try not to laugh at the mistakes of others?

____27. Do you try to control your temper?

____28. Do you smile pleasantly?

____29. Do you avoid talking too much?

____30. Do you avoid asking too many favors of others?

____31. Do you try not to be lazy?

____32. Do you avoid laughing loudly?

The score to this activity in one Key I.

In the self-inventory, the higher your score the better liked you probably are. The highest score is 32.

KEY I

In your self-inventory, the higher your score the better-liked you probably are. The highest possible score is 32.

Count one point for each "yes" answer.

28-32: You should be very popular.

23-27: You apparently enjoy average popularity.

16-23: You seem to be moderately popular.

INSTRUCTIONS FOR WORKSHEET C

PERSONALITY WORDS

As a class, discuss and devise a list of words that could be used to describe personality. As the words are suggested, have the students define the word. Then eliminate duplicates, etc. Then have the class fill in the words on the personality chart on Worksheet C.

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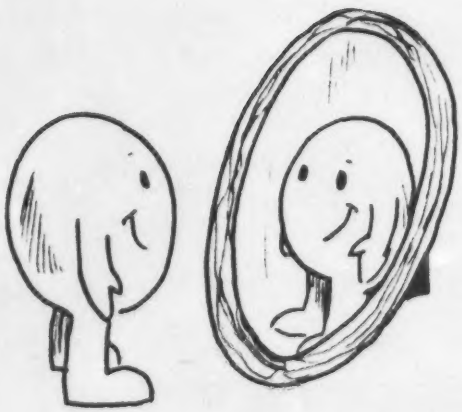
WORKSHEET C

Personality Traits

I am:	Usually	Sometimes	Seldom
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			



PREVOCATIONAL GUIDANCE

TASK: To acquire an understanding of values in planning life career plans.

COMPETENCY: To identify personal values which influence one's vocational decision.

SUGGESTED RESOURCES

1. Filmstrip projector/screen
2. Cassette tape player
3. Filmstrip and Cassette Tape "Who Will I Be?" Item 2716, McKnight Publishing Company.
4. Book: A Secondary Guide In Career Development, Roseville Area Schools, St. Paul, Minnesota, 1974.
5. Worksheets

TASK: To acquire an understanding of values in planning life career plans.

COMPETENCY: To identify personal values which influence one's vocational decision.

LEARNING OBJECTIVES

When you have completed the following learning activities, you will be able to:

1. Know the difference between a person's life values and work values.

2. Know individual values.

EVALUATION PROCEDURES

Evaluate students on discussion of film.

Evaluate worksheets completed to be used for personal counseling.

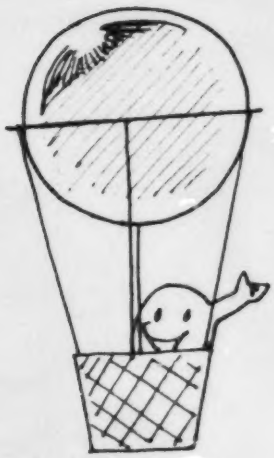
LEARNING ACTIVITIES

1. View film "Who Will I Be?" and conduct a brief discussion.
2. Complete Worksheet A, $10,000 for Values. Conduct an auction.
3. Complete Worksheet B, Values and Goals in my life.

EVALUATION PROCEDURES

Evaluate students on discussion of film.

Evaluate worksheets completed to be used for personal counseling.



WORKSHEET A

#14 $10,000 for Values

Suppose that the items below could actually be bought with money, and that you had $10,000 to spend. Decide how much of your money you would be willing to pay for each time listed below. Write the amount you would be willing to spend in the space to the left of the item.

After you have finished, these items will be "auctioned" in the class. Use your worksheet to help you decide how much to bid on each item.

_____A satisfying and successful career

_____Tickets to cultural or athletic events

_____Good family relations

_____A world with discrimination

_____International fame

_____Unlimited beauty

_____Strong religious faith

_____A lovely home in a beautiful setting

_____Self-knowledge

_____The ability or position to influence world affairs

_____A satisfying relationship with another person

_____The right to do as you wish

_____Self-confidence

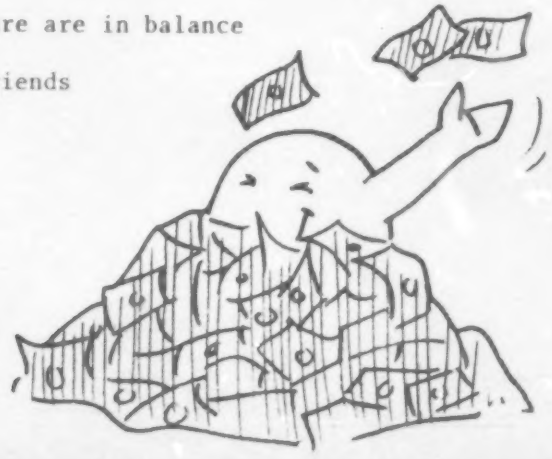
_____The ability to stimulate and influence the minds of others

_____Enough money to be comfortable

_____A satisfying, happy marriage

_____A world in which humans and nature are in balance

_____The love and understanding of friends



NAME_____

DATE_____

WORKSHEET B

VALUES AND GOALS IN MY LIFE

Directions: Here are a number of sets of choices. Read them over and decide in each case whether you would prefer choice A or B. Check your choice in the space provided. There are no right or wrong answers, either choice may be right for you. In the blank space after the choice, write a sentence explaining your decision. Circle the X in front of those values that you think will not change very much between now and the time you are 30 years old.

WHICH WOULD YOU CHOOSE?

X____A. A job that pays $250 a week but involves constant travel.
X____B. A job of the same type paying only $125 a week but allowing you to stay home.

X____A. To live in the area you like but not be able to do the type of work you are interested in.
X____B. To get into the field you like but have to move to an area you dislike.

X____A. To marry early and have a family.
X____B. To work at least 2 years before marriage.

X____A. To get above average grades in high school but to have to give up many social activities (hunting, skiing, movies, ball games, etc.) in order to study.
X____B. To get just passing grades and have enough time left after study to keep up a full schedule of social activities.

X____A. To get a part-time job so that I can earn my own money and become independent.
X____B. To get into many different activities (snowmobiling, hunting, going to ball games, school activities, etc.) and depend on my parents for most of my money.

X____A. To defend what I believe is right even though I know my action may make me less popular with some of my classmates.
X____B. To keep silent about my beliefs in order to keep the approval of my groups of friends.

WORKSHEET B (Continued)

X____A. To spend nearly all of my free time having fun with my friends.
X____B. To give some of my free time to help people who are sick or need my help because they have personal problems.

X____A. To spend free time by myself sewing, fixing, building, reading, collecting, etc.
X____B. To spend most of my free time doing different things with a group of friends.

X____A. To have a job and independence immediately after high school.
X____B. To give some time to further education or trade school with dependence on parents.

X____A. To make lots of money.
X____B. To have people respect me for some skill I have - like cabinet making, cooking, fiberglass work, sewing, etc., but have less money.

X____A. To have a job where I have a chance to work and make friends with other workers.
X____B. To have a job that I can do mainly by myself.

X____A. To have a job that challenges me to develop my skills and abilities either on the job or through some extra schooling.
X____B. To have a job that is very easy so that I don't have to learn many new skills and then I can concentrate my spare time on my hobbies--hunting, sewing, movies, etc.

X____A. To have an occupation or job where I can make my own decisions.
X____B. To have a job where most of the work is set up and assigned to me by a supervisor and I carry out the supervisor's assignments.

X____A. To have a job that provides me with steady employment and an adequate salary the year around.
X____B. To have a job that provides me with a high income but only for 7 to 10 months of the year.

X____A. To have a job that offers me a chance to do a wide variety of different tasks during the work day.
X____B. To have a job that gives me just one or two different things to do so that I really get to know them and I don't have to worry about what to do and when to do it.

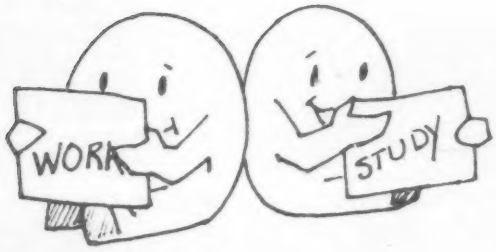
PREVOCATIONAL GUIDANCE

TASK: To acquire an understanding of values in planning life career plans.

COMPETENCY: To clarify life and work values.

SUGGESTED RESOURCES

1. Book: Exploring Career Decision-Making, David Winefordner, McKnight Publishing Company, Illinois, 1978.
2. Career Planning, Minnesota State Department of Education.
3. Worksheet



TASK: To acquire an understanding of values in planning life career plans.

COMPETENCY: To clarify life and work values.

LEARNING OBJECTIVES

When you have completed the following learning activities, you will be able to:

1. Know what values are important to student.
2. Know what values are important to other students.

EVALUATION PROCEDURES

Observe the responses of students in a group situation.

Evaluate worksheet.

LEARNING ACTIVITIES

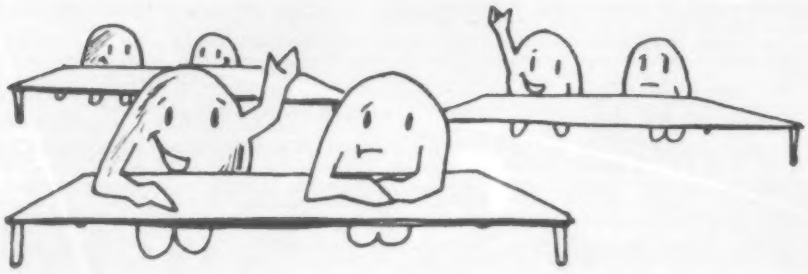
1. Read questions aloud. Students respond to question with different gestures.

2. Complete Worksheet A, labeling most important personal values.

EVALUATION PROCEDURES

Observe the responses of students in a group situation.

Evaluate worksheet.



QUESTIONS FOR VALUE ASSESSMENT

Counselor will read the following questions. Students will respond in the following manner:

Agree - - raise your hand.

Disagree - - give "thumbs down" signal.

Don't Know/Don't Want to Say - - fold your arms.

a. Do you think children should have to work for their allowance?

b. Do you think students are losing respect for their teachers?

c. Do you think "familiarity breeds contempt?

d. Do you think money should be spent on aerospace projects?

e. Do you think men should stay home and mainly be husbands and fathers?

f. Do you think women should stay home and mainly be wives and mothers?

g. Do you think most students feel free to talk about anything with their parents?

h. Do you think people should limit the size of their families to two children?

i. Do you think there are times when cheating is all right?

j. Do you think most people cheat in something?

k. Do you think most adults understand young people today?

l. Do you think school ought to be optional?

m. Do you think you will be happy to retire when the time comes?

n. Do you think there should be a law assuring a minimum income?

o. Do you think capital punishment should be illegal?

p. Do you think people should retire at age 40? 50? 60? 70? 80?

q. Do you think things that are legal can be wrong?

r. Do you think things that are illegal can be right?

s. Do you think we ought to lower the voting age?

t. Do you think students ought to attend school until age 16 by law?

QUESTIONS FOR VALUE ASSESSMENT (Continued)

u. Do you think sex education should be taught in the school?

v. Do you think today's teenagers are more courageous, daring, wise, and involved than yesterday's teenagers?

w. Do you think most schools today are exciting places?

x. Do you think that most students have a clear idea of their values in life?

y. Do you think that schools do not prepare students well enough for life?

z. Do you think schools should do away with letter grades?

After the questions have been read through once by the counselor, the counselor reads them again. This time, the student should express whether he/she feels the value question deals with life values or work values. Life values represent what is important to you in life. Work values represent what is important to you in work. Discuss your responses as you go along.

WORKSHEET A

DIRECTIONS: The following is a list of values. Label the three values you believe are most important to you with +'s. Label the three values you believe are least important to you with -'s.

_____ SUCCESS

_____ FRIENDSHIP

_____ LOVE

_____ PLEASURE

_____ INNER PEACE

_____ POWER

_____ HAPPINESS

_____ LEISURE

_____ AMBITION

_____ KNOWLEDGE

_____ SPIRITUAL FULFILLMENT

_____ ADVENTURE

_____ WORLD PEACE

_____ EQUALITY

_____ HEALTH

_____ WEALTH

Which of these words would you like to associate with your future career?

_____

_____

_____

_____

PREVOCATIONAL GUIDANCE

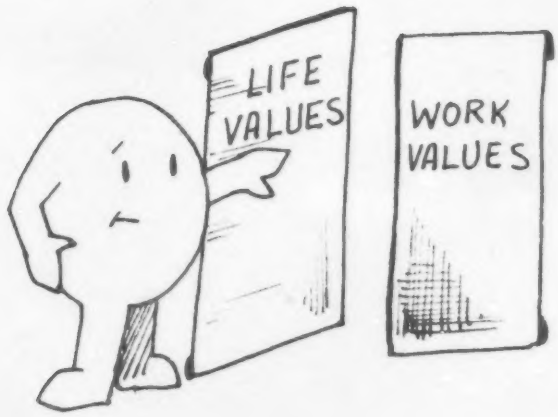
TASK: To acquire an understanding of how your values can influence your career choice.

COMPETENCY: To identify your values by using the Work Values Inventory.

SUGGESTED RESOURCES

1. The Work Values Inventory by Donald E. Super, Houghton Mifflin Company, Boston, 1968.

2. The rating scale for the Work Values Inventory.



TASK: To acquire an understanding of how your values can influence your career choice.

COMPETENCY: To identify your values by using the Work Values Inventory.

LEARNING OBJECTIVES

When you have completed the following learning activity, you will be able to:

1. Know how jobs rate with your values.

EVALUATION PROCEDURES

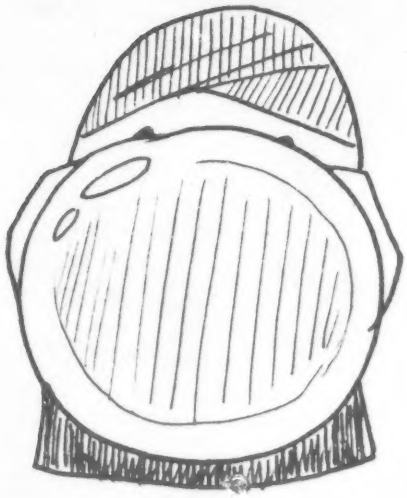
Evaluate student's Work Values Inventory and use it in counseling situation.

LEARNING ACTIVITIES

1. Complete the Work Values Inventory.
2. Student will help score the inventory.

EVALUATION PROCEDURES

Evaluate student's Work Values Inventory and use it in counseling situation.



9-74030

WORK VALUES INVENTORY

Donald E. Super

Teachers College, Columbia University

HOUGHTON MIFFLIN COMPANY • BOSTON

NEW YORK • ATLANTA • GENEVA, ILL. • DALLAS • PALO ALTO

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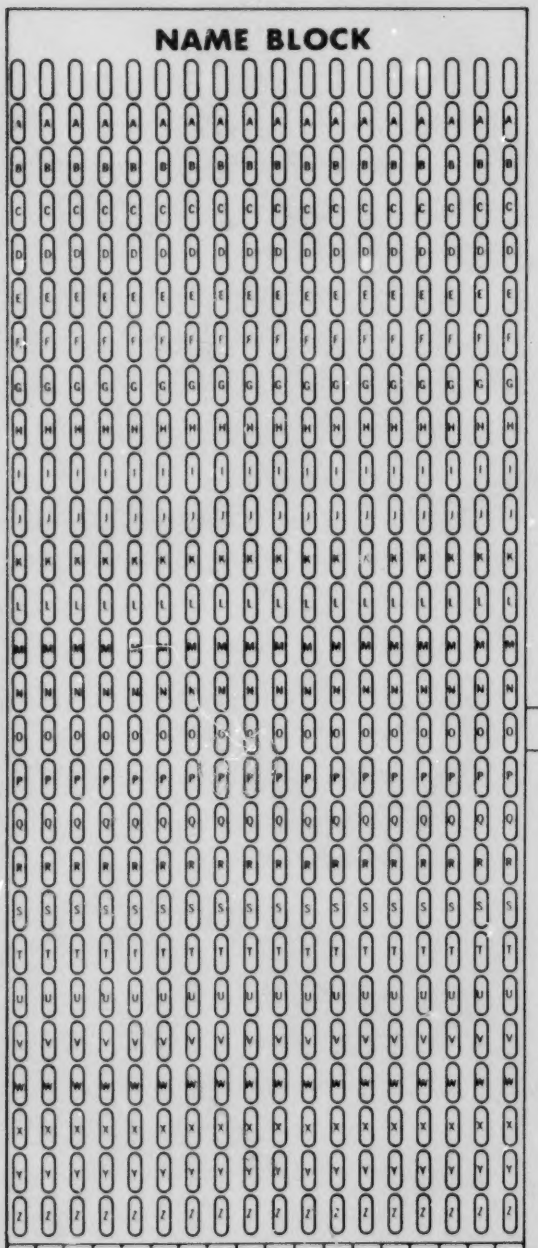
NAME BLOCK



DIRECTIONS FOR NAME GRID AND OTHER INFORMATION

1. In the boxes at the bottom of the Name Grid, print your last name in full, leave a space, print as much of your first name as you can; then if there is room enough, leave another space and print your middle initial.

2. In the alphabet column above each box, blacken the oval containing the letter which is the same as the letter in the box. When you come to a blank box between parts of your name or at the end of your name, fill in the blank oval at the top of that column. Fill in one oval and only one oval in every alphabet column. Be sure to make your marks heavy and dark, without running into other nearby ovals.

3. Follow the same procedure in filling the other information sections of the grid.

V	RS
Cr	
Ma	
Ac	
Su	
SR	
WL	
Se	
As	
Es	
Pr	
In	
Va	
ER	
AI	
IS	

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SEX	OTHER INFORMATION	GRADE
M F	0 1 2 3 4 5 6 7 8 9	7 8 9 10 11 12 P.H. ADULT

NAME

SEX AGE DATE

DEPARTMENT OR GRADE

COMPANY OR SCHOOL

JOB OR COURSE

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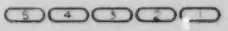
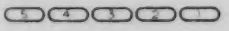
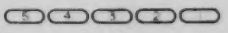
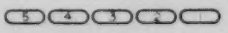
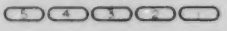
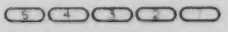
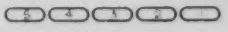
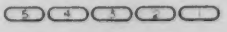
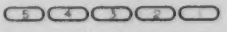
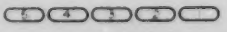
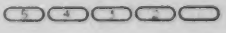
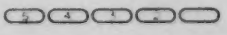
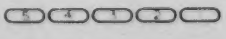
NAME_____

The statements below represent values which people consider important in their work. These are satisfactions which people often seek in their jobs or as a result of their jobs. They are not all considered equally important; some are very important to some people but of little importance to others. Read each statement carefully and indicate how important it is for you.

5 means "Very Important"
4 means "Important"
3 means "Moderately Important"
2 means "Of Little Importance"
1 means "Unimportant"

(Fill in one oval by each item to show your rating of the statement.)

Work in which you . . .

1. . . . have to keep solving new problems. 
2. . . . help others. 
3. . . . can get a raise. 
4. . . . look forward to changes in your job. 
5. . . . have freedom in your own area. 
6. . . . gain prestige in your field.
7. . . . need to have artistic ability. 
8. . . . are one of the gang.
9. . . . know your job will last. 
10. . . . can be the kind of person you would like to be. 
11. . . . have a boss who gives you a square deal. 
12. . . . like the setting in which your job is done. 
13. . . . get the feeling of having done a good day's work.
14. . . . have authority over others.
15. . . . try out new ideas and suggestions. 
16. . . . create something new. 
17. . . . know by the results when you've done a good job.
18. . . . have a boss who is reasonable.
19. . . . are sure of always having a job.
20. . . . add beauty to the world.
21. . . . make your own decisions. 

5 means "Very Important"
4 means "Important"
3 means "Moderately Important"
2 means "Of Little Importance"
1 means "Unimportant"

22. . . . have pay increases that keep up with the cost of living. (5) (4) (3) (2) (1)

23. . . . are mentally challenged. (5) (4) (3) (2) (1)

24. . . . use leadership abilities. (5) (4) (3) (2) (1)

25. . . . have adequate lounge, toilet and other facilities. (5) (4) (3) (2) (1)

26. . . . have a way of life, while not on the job, that you like. (5) (4) (3) (2) (1)

27. . . . form friendships with your fellow employees. (5) (4) (3) (2) (1)

28. . . . know that others consider your work important. (5) (4) (3) (2) (1)

29. . . . do not do the same thing all the time. (5) (4) (3) (2) (1)

30. . . . feel you have helped another person. (5) (4) (3) (2) (1)

31. . . . add to the well-being of other people. (5) (4) (3) (2) (1)

32. . . . do many different things. (5) (4) (3) (2) (1)

33. . . . are looked up to by others. (5) (4) (3) (2) (1)

34. . . . have good contacts with fellow workers. (5) (4) (3) (2) (1)

35. . . . lead the kind of life you most enjoy. (5) (4) (3) (2) (1)

36. . . . have a good place in which to work (good lighting, quiet, clean, enough space, etc.) (5) (4) (3) (2) (1)

37. . . . plan and organize the work of others. (5) (4) (3) (2) (1)

38. . . . need to be mentally alert. (5) (4) (3) (2) (1)

39. . . . are paid enough to live right. (5) (4) (3) (2) (1)

40. . . . are your own boss. (5) (4) (3) (2) (1)

41. . . . make attractive products. (5) (4) (3) (2) (1)

42. . . . are sure of another job in the company if your present job ends. (5) (4) (3) (2) (1)

43. . . . have a supervisor who is considerate. (5) (4) (3) (2) (1)

44. . . . see the results of your efforts. (5) (4) (3) (2) (1)

45. . . . contribute new ideas. (5) (4) (3) (2) (1)

Now check to be sure that you rated every statement.

UNIT IV

PREVOCATIONAL GUIDANCE

TASK: To develop an understanding of abilities and aptitudes as related to career choice.

COMPETENCY: To estimate individual abilities and aptitudes.

SUGGESTED RESOURCES

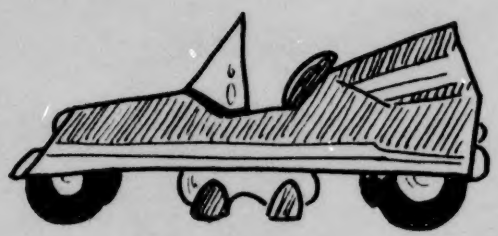
1. Filmstrip projector/screen
2. Cassette tape player
3. Filmstrip and Cassette Tape "Learning About Your Aptitudes", Item 2722. McKnight Publishing Company.
4. Worksheets

EVALUATION PROCEDURES

Evaluate students on their discussion of the film.

Appraise the worksheets.

Observe the interest in the game.



TASK: To develop an understanding of abilities and aptitudes as related to career choice.

COMPETENCY: To estimate individual abilities and aptitudes.

LEARNING OBJECTIVES

When students have completed the following learning activities, they will be able to:

1. Distinguish the difference between interests and abilities.
2. Know how to identiíy aptitudes and use this knowledge in areas of decision making.
3. Know one of the job groupings.

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LEARNING ACTIVITIES

1. View the filmstrip "Learning About Your Aptitudes".
2. Discuss the important phases of the film.
3. Complete Worksheet A, My Interest and Ability Profile, discuss.
4. Complete Worksheet B.
5. Play the Hanging Tree Game, use the job classifications included in this pac.

EVALUATION PROCEDURES

Evaluate students on their discussion of the film.

Appraise the worksheets.

Observe the interest in the game.

WORKSHEET A

MY INTEREST AND ABILITY PROFILE

DIRECTIONS: The eight activities in the center column are to be rated by you for interest and ability. Read each activity and rate it for how well you like the activity by placing an X under the word that describes your interest. After you have rated all activities for interest in the left hand columns, go to the right hand columns and rate the activities again according to how well you can do them.

Interest Rating (What I Like)				Ability Rating (How Well I Can Do It)		
Like	Neutral	Dislike	ACTIVITY	Above Avg.	Average	Below Avg.
			Sports			
			Dancing			
			Singing			
			Jumping			
			Making Things			
			Running			
			Reading			
			Arith-metic			

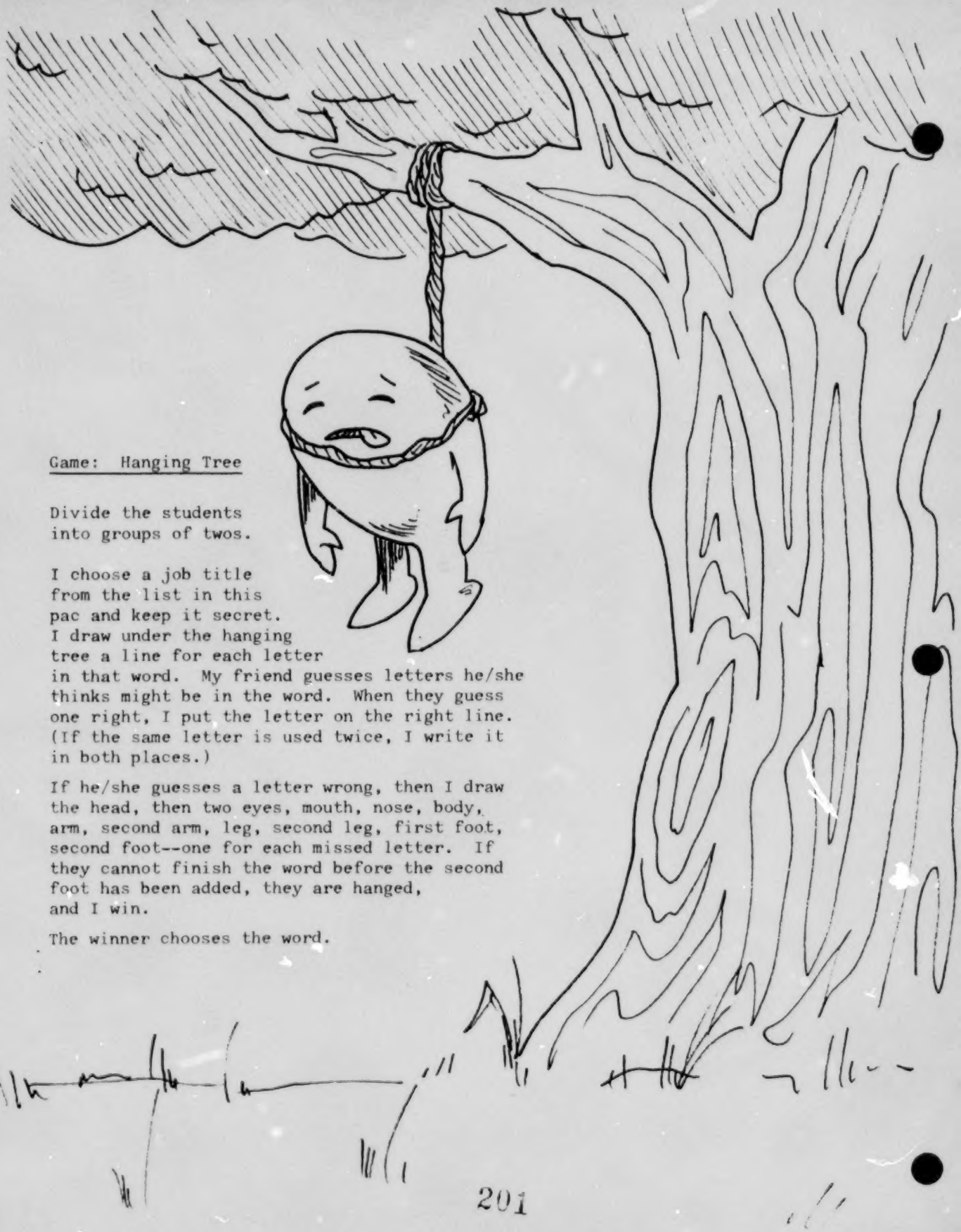
WORKSHEET B

MY APTITUDE IS ME

One of the ways you will be tested, or judged, is by your "aptitude." An aptitude is not something you study for. It is an ability or talent.

Here is an aptitude list. Put an X for each aptitude in the column that you think applies--poor, so-so, or good.

		Poor	So-so	Good
1.	Mechanical (can work with tools, machines, etc., to assemble, disassemble, or repair)	____	____	____
2.	Musical (can perform or appreciate performers). .	____	____	____
3.	Personal (able to provide services or counsel, or teach or aid others)	____	____	____
4.	Intellectual (can work with abstract ideas and systems of thought)	____	____	____
5.	Administrative (can organize numbers, or people, or systems or record-keeping)	____	____	____
6.	Athletic (can engage in individual or competitive physical activities, can handle my body well) . .	____	____	____
7.	Green thumb (can make things grow).	____	____	____
8.	Persuasive (have ability to sell ideas or products)	____	____	____
9.	Artistic (can create with words, pictures, wood, photos, etc.)	____	____	____
10.	Spiritual (have desire to probe and share meanings of existence).	____	____	____
11.	Homey (can work with children, or house, or foods, or furnishings).	____	____	____
12.	Scientific (able to observe, study, experiment, put in order)	____	____	____
13.	Other _____	____	____	____



Game: Hanging Tree

Divide the students into groups of twos.

I choose a job title from the list in this pac and keep it secret. I draw under the hanging tree a line for each letter in that word. My friend guesses letters he/she thinks might be in the word. When they guess one right, I put the letter on the right line. (If the same letter is used twice, I write it in both places.)

If he/she guesses a letter wrong, then I draw the head, then two eyes, mouth, nose, body, arm, second arm, leg, second leg, first foot, second foot--one for each missed letter. If they cannot finish the word before the second foot has been added, they are hanged, and I win.

The winner chooses the word.

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SHEETS TO BE USED WITH THE GAME

A LIST OF JOBS

Here and on the next 3 pages is a list of more than 300 different jobs arranged in 8 groups. This is only a small number of all the different things there are to do in the world of work. The list is put here to give you a hint of the many careers you have to choose from. And it's also put here to give you a job list you can consult as you use this book.

Look over this list. Check any job name whose meaning you don't know. Then look up its meaning in the Dictionary of Occupational Titles or in a dictionary. You may need to use a big, unabridged dictionary for some of the names.

At the end of the list in each grouping you will find several blank spaces. See what other jobs in the group you can think of. Write these names in the blanks.

I. Building Services

architect	extrusion installer	plumber
boatbuilder	glazier	roofer
bricklayer	insulation installer	rug installer
builder	laborer	sheet metal worker
cabinetmaker	lather	structural steel worker
carpenter	mason	surveyor
electrician	painter	telephone installer
elevator operator	paperhanger	tile setter
excavator	plasterer	
other_____	_____	_____

II. Mechanical and Industrial Services

assembler	meatcutter	sewing machines
autobody worker	mechanic --	train
blacksmith	air conditioning	millwright
draftsman	aircraft	muffler installer
electrical engineer	appliance	partsman
electronics assembler	auto	patternmaker
flight engineer	business machine	quality control
forklift operator	diesel	set-up
furnace installer	farm equipment	tool and die maker
heavy equip. operator	industrial machines	truck driver
instrument maker	lawnmower	upholsterer
locksmith	marine	watch repairer
machine operator	optical	welder
machinist	radio and TV	
other_____	_____	_____

A LIST OF JOBS (Continued)

III. Personal Services

air traffic controller
armed forces
barber
bus driver
clergyman
cosmetologist
counselor--
  armed forces
  business
  employment
  industrial
  juvenile
  rehabilitation
  religious
  school
dental assistant
other_____

dental hygienist
dentist
drycleaner
fireman
highway patrol
job analyst
juvenile judge
lawyer
mail carrier
meter reader
mortician
optician
optometrist
orderly
pharmacist
pilot
_____

policeman
psychologist
recreation worker
sailor
social worker
stewardess or steward
tailor
taxicab driver
teacher--
  elementary
  kindergarten
  high school
  nursery school
ticket agent
_____

IV. Clerical and Sales

accountant
auditor
bank officer
bank teller
bookkeeper
claims adjuster
clerk --
  billing
  filing
  sales
  shipping & receiving
  stock
  typing
computer --
  keypuncher
  operator
  programmer
  service
other_____

  systems analyst
court reporter
grocery --
  assistant manager
  bag boy
  checker
  dairy
  delicatessen
  manager
  meat
  produce
  stockboy
  sundries
librarian
linotype operator
office manager
postal clerk
receptionist
_____

routeman
sales --
  insurance
  real estate
  retail
  wholesale
secretary --
  administrative
  business
  dental
  legal
  medical
  private
statistician
stenographer
telephone operator
travel agent
_____

A LIST OF JOBS (Continued)

V. Medical, Hospitality and Food Services

admitting clerk
anesthesiologist
audiologist
baker
bartender
bellhop
busboy
caterer
chef
chiropractor
cook
custodian
desk clerk
dietitian
dishwasher
executive housekeeper
groundskeeper
hospital administrator
hospital attendant
hostess
other_____

hotel clerk
hotel manager
launderer
maid
maitre d'
medical lab assistant
nurse --
  aide
  anesthesic
  L.P.N.
  private
  psychiatric
  R.N.
  surgical
nursing home worker
pathologist
physician
receptionist
room clerk
sanitarian
_____

sedimentologist
technician --
  dental
  E.E.G.
  E.K.G
  medical
  radiology
therapist --
  audio
  inhalation
  occupational
  physical
  psychological
  radiological
  reading
  speech
waiter or waitress
ward clerk
_____

VI. Outdoors (Plant and Animal Sciences)

agricultural teacher
agriculturalist
animal trainer
athlete
biologist
crop duster
crop scientist
dairy worker
exterminator
farm manager
farmer
fish and game warden
fisherman
other_____

forest lookout
forester
gardener
grain inspector
groundskeeper
guide
horse breeder
horticulturist
kennel owner
landscape architect
lifeguard
livestock technician
logger
_____

nursery worker
oceanographer
  (life sciences)
park ranger
rancher
range manager
soil conservationist
soil scientist
taxidermist
tree expert
veterinarian
zookeeper
_____

A LIST OF JOBS (Continued)

VII. Creative Arts

actor or actress	film editor	potter
advertising specialist	florist	producer
author	illustrator	proofreader
cartoonist	industrial designer	public relations
commercial artist	interior decorator	radio announcer
copywriter	jeweler	reporter
costume designer	model	sculptor
choreographer	musician	set designer
dancer	music teacher	sign painter
diamond cutter	newspaper reporter	silversmith
director	novelist	singer
dressmaker	painter	singing teacher
editor	photo-engraver	technical writer
entertainer	photographer	translator
fashion designer	poet	
other_____	_____	_____

VIII. Scientific Occupations

aerospace engineer	biophysicist	hydrologist
agrogeologist	botanist	mathematician
agronomist	chemical engineer	meteorologist
anthropologist	chemical technician	oceanographer
astronaut	chemist	parasitologist
bacteriologist	economist	physicist
biochemist	geographer	sociologist
biologist	geologist	volcanologist
biomedical engineer	geophysicist	zoologist
other_____	_____	_____

PREVOCATIONAL GUIDANCE

TASK: To develop an understanding of abilities and aptitudes as related to career choice.

COMPETENCY: To identify the meaning of ability and aptitudes.

SUGGESTED RESOURCES

1. Book: Exploring Career Decision-Making, David W. Winefordner, McKnight Publishing Company, Illinois 61701.

2. Information sheets from A Secondary Guide in Career Development, Roseville Area Schools, St. Paul, Minnesota, 1974.

3. Worksheet

TASK: To develop an understanding of abilities and aptitudes as related to career choice.

COMPETENCY: To identify the meaning of ability and aptitude.

LEARNING OBJECTIVES

When you have completed the following learning activities, you will be able to:

1. Be informed on the meanings of abilities and aptitudes.
2. Be able to relate job skills with different abilities.

EVALUATION PROCEDURES

Evaluate student's worksheet.

LEARNING ACTIVITIES

1. Read the Information Sheet I which describes abilities and aptitudes.

2. Define a group of words listed in the Exploring Career Decision-Making on page 195.

3. Complete Worksheet A.

EVALUATION PROCEDURES

Evaluate student's worksheet.

NAME _____

DATE _____

Points _____

INFORMATION SHEET I

WHAT KINDS OF SKILLS OR ABILITIES DO YOU HAVE?

Abilities and aptitudes are two terms that mean the same thing! These two terms are difficult for most people to understand. Most people say that your aptitudes are your natural or inherited ability to do something. To help us to understand what aptitudes are, let's say simply that they are the abilities that you are born with and can be used by you to learn new skills or jobs. You might say that an aptitude or ability is the "brain power" you are born with that helps you to learn a skill (like driving a car or sewing a dress). Keep in mind that a skill is learned while your abilities are inherited.

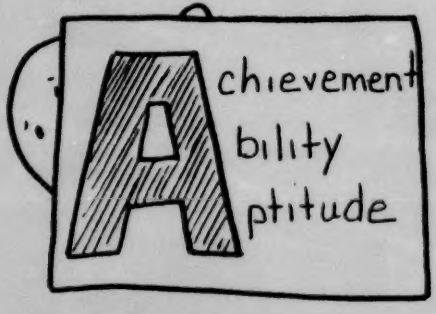
Some people, when they are talking about ability, think only in terms "mental" ability -- the ability to do school work. But have you known some people who have unusual "physical" (your body) ability? You may know a boy who is very strong and can lift a lot of weights or is a good boxer. This boy inherited a lot of physical ability that helped him to learn weight lifting and boxing skills. Maybe a person you know can draw, sketch, or paint pictures much better than other students you know. This student has probably inherited more art ability than most people.

How do I find my skills? Few people have exactly the same inherited abilities or learned skills. Pat and Harry are both good at math; Jim and Mary, on the other hand, are best at fixing cars. Tom is one of the school's star athletes but h[illegible] hard time learning how to type and

do welding. Many other examples could be given, and I bet you yourself could give some examples of people that you know.

Most jobs will use different kinds of abilities or skills. Physical, mechanical, artistic, verbal, clerical, manual dexterity, musical, reasoning and numerical are some of the different types of inherited abilities that jobs might require. Keep in mind that you don't have to be high in all of the different types of abilities to get a job. Each job requires a different set of abilities. If you are going to be a typist, you should be fairly high in verbal, manual dexterity, and clerical abilities. As you study your own abilities and skills you can find your strengths and then study jobs in which people with these strengths do well. You will then be better prepared to make your high school plans so that you can get yourself ready for a job that matches your abilities and learned skills.

Remember skills are those things that you have already learned how to do. In the examples we used before, ability means that you have the "power" to add a column of figures in five seconds, while your skills show that you have put your abilities to work by practicing or learning so you can add the column of figures in a short time.



INFORMATION SHEET I (Continued)

ABILITIES OR SKILLS

1. Physical

   a. coordination - the hands, legs, eyes, work in a smooth way
   b. strength - power to life or move something
   c. stamina - the power to work hard for a long time

2. Manual dexterity - good at working with your hands and fingers, sewing, fixing things

3. Mechanical - can work with machines, tools, etc.

4. Clerical - speed and accuracy with numbers, names, filing, putting things in order.

5. Artistic - good at drawing or sketching

6. Musical - able to sing and/or play an instrument

7. Verbal - able to read, write and speak well

8. Numerical - able to work with numbers - adding, subtracting, dividing, multiplying

9. Reasoning - able to think through and solve problems

WORKSHEET A

Complete this worksheet:

1. The words aptitude and _____ mean the same thing.

2. Abilities are (learned or inherited)? _____.

3. Abilities give you the "brain power" to learn _____ like reading, cooking and welding.

4. To make sure you're successful in your future job, you should be sure to match your abilites and skills with the _____ and _____ that are required by the _____.

5. See if you can find the ability that matches each sentence that is written below:

_____a. A person who is good at working with his fingers and hands.

_____b. A person who is good at typing, filing and keeping things in order.

_____c. A person who is very good at reading, writing and speaking.

_____d. A person who can sing or play an instrument in a band.

_____e. A person who's very good in working with numbers, adding, subtracting, multiplying, etc.

_____f. A person who is very coordinated and has a lot of strength to move things around.

_____g. A person who is good at thinking and solving problems.

_____h. A person who's good at drawing and painting pictures of things.

_____i. A person who's good at fixing or repairing machines or engines.

1. Manual dexterity
2. Musical
3. Mechanical
4. Clerical
5. Artistic
6. Verbal
7. Numerical
8. Reasoning
9. Physical

These words were defined in Learning Activity 2.

PREVOCATIONAL GUIDANCE

TASK: To develop an understanding of personal interests in preparing for life career plans.

COMPETENCY: To identify expressed interests in the area of work.

SUGGESTED RESOURCES

1. Filmstrip projector/screen
2. Cassette tape player
3. Filmstrip and Cassette Tape "Examining Your Interests" Item 2717, McKnight Publishing Company.
4. Worksheet A
5. Information Job Clusters, included in this pac for grading.
6. The Work Book, The Perfection Form Company, Logan, Iowa, 1976.

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UNIT V

PREVOCATIONAL GUIDANCE

TASK: Identifying and utilizing those resources available for gathering information about occupations.

COMPETENCY: Locating occupational information.

SUGGESTED RESOURCES

1. Ten copies of OCCUPATIONAL OUTLOOK HANDBOOK.
2. DICTIONARY OF OCCUPATIONAL TITLES
3. The school guidance department
   a. Occupational Information File
   b. Chronicle Occupational View Deck
   c. Occupational and educational references on the shelves
   d. Career magazines: "Career World" and "Real World"
4. The school library: Occupational Information shelves
5. The "Guidepost" bulletin board in the main corridor
6. Information Sheet
7. Worksheet #1
8. Worksheet #2

TASK: Identifying and utilizing those resources available for gathering information about occupations.

COMPETENCY: Locating occupational information.

LEARNING OBJECTIVES

After completing learning activities, students will be able to:

1. Identify sources of occupational information.
2. Use the file of occupational information in the guidance department.
3. Locate books, magazines, and pamphlet materials on occupations in the guidance department.
4. Locate the occupational information books in the library.
5. Locate the "Guidepost" bulletin board in the main corridor.

EVALUATION PROCEDURES

The student's completed Worksheet will demonstrate his/her ability to state five sources of occupational information.

The student's participation in the dyad and in the "inhouse": field trip will demonstrate his/her ability to locate occupational information.

LEARNING ACTIVITIES

1. Counselor leads discussion of sources of occupational information, giving each student Information Sheet.

2. Counselor instructs students to form dyads. Each dyad is given a copy of the OCCUPATIONAL OUTLOOK HANDBOOK and Worksheet. The dyads complete worksheets.

3. Counselor calls on one student to read information recorded on Worksheet. Other students check their worksheets to see if they recorded the same information. Students discuss any differences.

4. Counselor shows students DOT and explains they will be taught how to use it in another session.

5. Counselor takes students on "Inhouse Field Trip" to:

   a. The guidance department where they are shown:

      1) Location of occupational information shelves.

      2) How to use the Occupational Information File.

      3) Copies of "Career World" and "Real World."

      4) Chronicle Occupational View Deck

   b. The library where they are shown the location of the books on occupations.

   c. The "Guidepost" bulletin board in the main corridor where they learn about kinds of information posted there.

6. Students complete Worksheet #2.

EVALUATION PROCEDURES

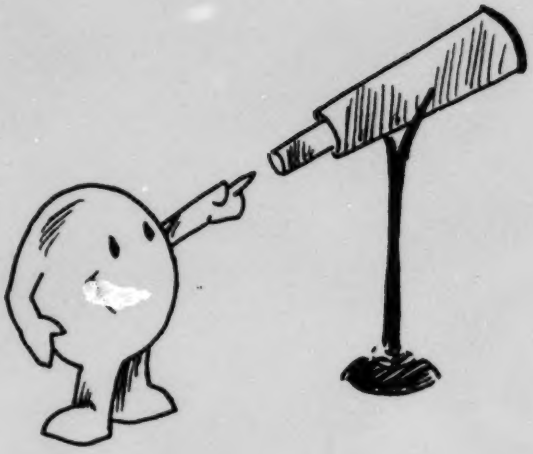
The student's completed Worksheet will demonstrate his/her ability to state five sources of occupational information.

The student's participation in the dyad and in the "inhouse" field trip will demonstrate his/her ability to locate occupational information.

INFORMATION SHEET

SOURCES OF OCCUPATIONAL INFORMATION

PEEP spotted these Sources. Can you find more?



The guidance department

Prevocational Exploration classes

The library

Work Experiences

Visits to Ben Franklin Career and Technical Education Center

Career Day

"Guidepost" Bulletin board

Volunteer work

Hobbies

Books, especially the DICTIONARY of OCCUPATIONAL TITLES and OCCUPATIONAL OUTLOOK HANDBOOK

Magazines, especially "Career World" and "Real World"

Pamphlets, especially those from the government and from trade and professional organizations

Observing or talking with workers

Films and filmstrips

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WORKSHEET #1

LOCATING OCCUPATION INFORMATION IN THE OOH

You are to use the OCCUPATIONAL OUTLOOK HANDBOOK to find information about welding as an occupation. Record the information requested on this Worksheet.

WORK PERFORMED - What tasks do the workers do?

SETTING - Where is the work done?

REWARDS - What is the pay? What other kinds of rewards are there?

ADVANCEMENT - Are promotions possible? What are the chances of pay increases and more duties?

EMPLOYMENT OUTLOOK - Are there job openings? Will there be openings in the future?

LICENSES & CREDENTIALS - What licenses, diplomas, or union memberships are involved?

PERSONAL REQUIREMENTS - What education and training are required? What else will help a person gain or keep a job?

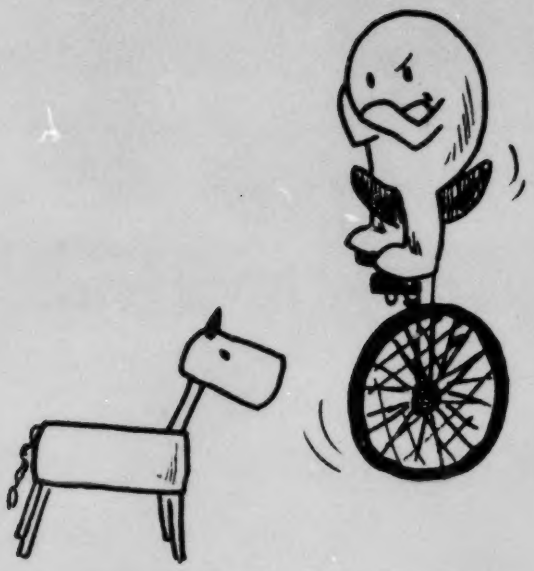
Exploring Career Decision Making, McKnight Publishing Company, page 94.

WORKSHEET #2

CHECKING UP

Jan is trying to make a career choice. She has no idea where she can get information that would help her make the decision. List below five sources for her to use.

1. _____
2. _____
3. _____
4. _____
5. _____



TASK: To develop an understanding of personal interests in preparing for life career plans.

COMPETENCY: To identify expressed interests in the area of work.

LEARNING OBJECTIVES

When you have completed the following learning activities, you will be able to:

1. Know ways a student can examine his/her interests and relate them to occupations and other career activities.

EVALUATION PROCEDURES

Appraise student on classroom discussion of the film.

Use Worksheet A as a means for personal counseling.

LEARNING ACTIVITIES

1. View film, "Examining Your Interests"

2. Discuss major concepts of filmstrip. Guide students to start thinking about their own interests.

3. Complete Worksheet A, "What Do I Like to Do." Have students score worksheet and have Information Clusters ready to use to show possible career choices.

EVALUATION PROCEDURES

Appraise students on classroom discussion of the film.

Use Worksheet A as a means for personal counseling.

WORKSHEET A

Name_____

What Do I Like To Do?	Yes	No	1	2	3	4	5	6	7	8	9	10	11
1. I prefer to work outdoors													
2. I enjoy working with animals.													
3. I like to travel.													
4. I enjoy working with numbers.													
5. I enjoy working with other people													
6. I like to organize and plan ahead													
7. I like art and art classes.													
8. I like to do original writing													
9. I enjoy working with tools.													
10. I like to do science experiments.													
11. I prefer working alone.													
12. I like to work with machines.													
13. I like to help other people													
14. I enjoy taking care of children													
15. I like to repair things													
16. I like to play a musical instrument or sing.													
17. I like to build things.													
18. I like to read.													
19. I prefer to work indoors.													
20. I enjoy talking to people													
TOTALS													

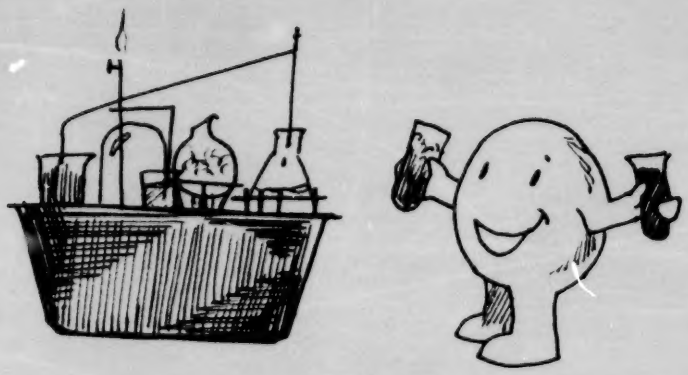
PREVOCATIONAL GUIDANCE

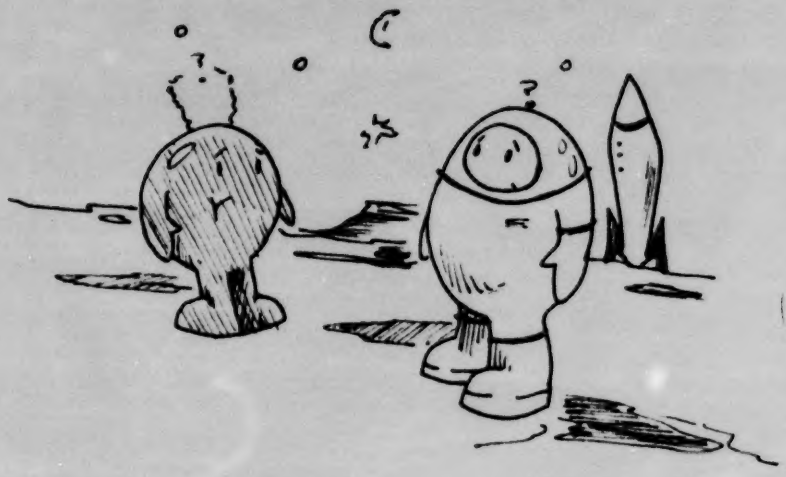
TASK: To develop an understanding of personal interests in preparing for life career plans.

COMPETENCY: To identify patterns of interest in career exploration.

SUGGESTED RESOURCES

1. Career Development, Board of Education, City of Chicago, 1974.
2. Information Sheet I
3. Worksheet A





TASK: To develop an understanding of personal interests in preparing for life career plans.

COMPETENCY: To identify patterns of interest in career exploration.

LEARNING OBJECTIVES

When you have completed the following learning activities, you will be able to:

1. Know about other student's interests.
2. Know about their own personal interests.

EVALUATION PROCEDURES

Observe students in group work.

Appraise worksheet on interests.

LEARNING ACTIVITIES

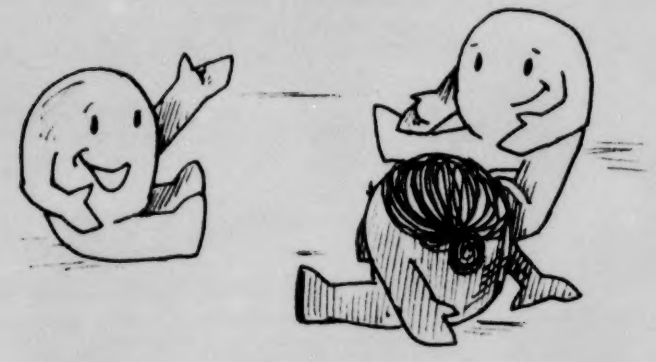
1. Divide the class into groups of three. Refer to Information Sheet I.

2. While in groups discuss interest patterns. Questions to guide discussion are listed on Worksheet B.

EVALUATION PROCEDURES

Observe students in group work.

Appraise worksheet on interests.



INFORMATION SHEET I

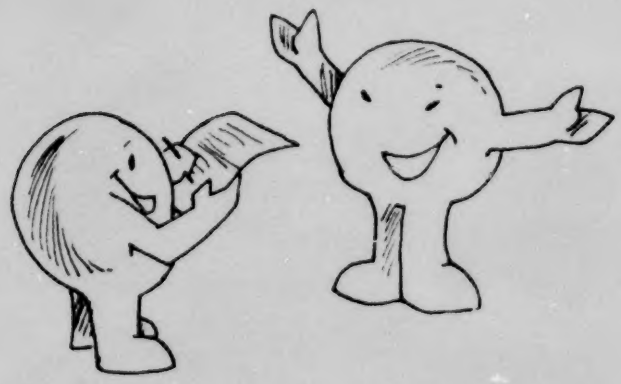
1. Divide the class into groups of three.

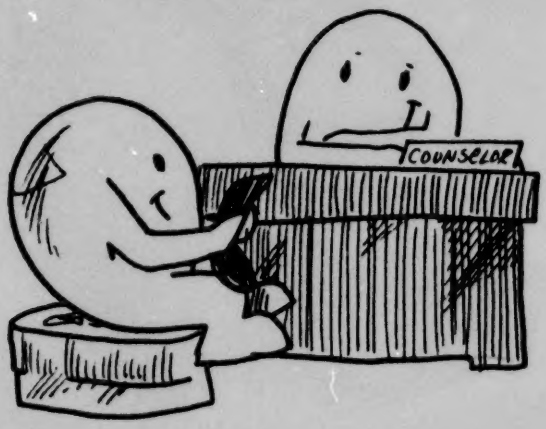
   a. One student is assigned to interview another, while the third student (recorder) writes down the answers of the student being interviewed.

   b. Use the questions on Worksheet A as a guide, the interviewer is to discover as many interests of the student being interviewed as possible. The interviewer should try to get several answers to each question on the worksheet.

   c. The recorder may also ask questions, but the most important function of the recorder is to write down the interests of the student being interviewed.

2. After this interview is completed, have group members shift responsibilities. Go through the process a total of three times so that each group member has had responsibility for being the interviewer, recorder, and interviewee. At the end of the activity, each group member is given the worksheet on which his or her interests have been recorded.





WORKSHEET A

PROBING FOR INTERESTS

What do you do for fun?

1.
2.
3.
4.

What have been your favorite or most interesting classes in school? (Do not consider the grades you received; consider only if the classes were interesting to you.)

1.
2.
3.
4.

What things have you always wanted to do, but never had a chance to try?

1.
2.
3.
4.

What areas or subjects (not necessarily school subjects) would you like to know about?

1.
2.
3.
4.

What things have you tried, but gave up on because you felt you could never be good at them?

1.
2.
3.
4.

WORKSHEET B

BUZZ GROUP
Questions

Your "buzz" group is talking about Interest Patterns. Questions to guide your discussion follow:

1. What is an interest?

2. How do you know when you have one?

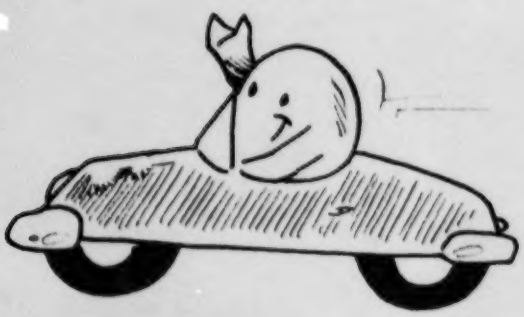
3. Are you born with an interest?

4. What is meant by an interest pattern?

5. Compare yours with the other members of your group. Are they similiar? Very different?

6. Can an interest lead to a hobby? What's the difference?

7. Will your interest pattern always be the same? Will it change? How do you know?



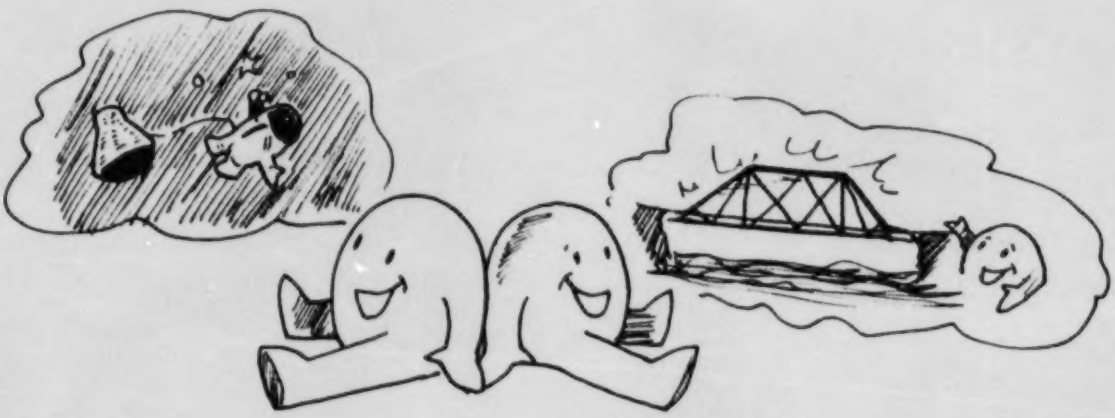
PREVOCATIONAL GUIDANCE

TASK: To develop an understanding of personal interests in preparing for life career plans.

COMPETENCY: To recognize career areas which relate to interest in work activities.

SUGGESTED RESOURCES

1. A Secondary Guide in Career Development, Roseville Area Schools, St. Paul, Minnesota, 1974.
2. Occupational Outlook Handbook, 1978-79 edition.
3. Handbook of Job Facts
4. Worksheet A



TASK: To develop an understanding of personal interests in preparing for life career plans.

COMPETENCY: To recognize career areas which relate to interest in work activities.

LEARNING ACTIVITIES

When you have completed the following learning activities, you will be able to:

1. Match jobs with things you like to do.

2. Know what people in different job areas have an interest in.

EVALUATION PROCEDURES

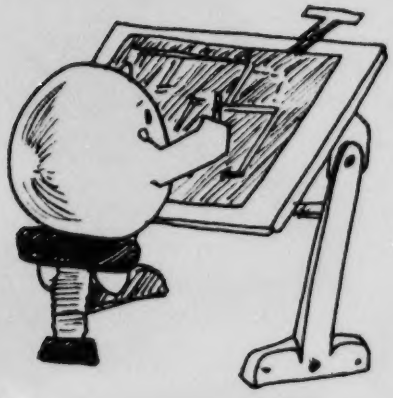
Evaluate the Areas of Interest Worksheet.

LEARNING ACTIVITIES

1. Read Worksheet A and know what the areas of interest are all about.
2. Match jobs listed with areas of interest.
3. If more information is needed refer to the Occupational Outlook Handbook.

EVALUATION PROCEDURES

Evaluate the Areas of Interest Worksheet.



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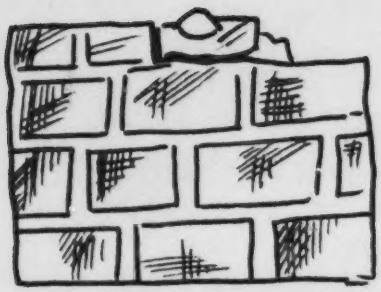
INSTRUCTION SHEET FOR WORKSHEET A

You should not be ready to see how your interests (the things you like and dislike) match up with different jobs. Many of the things you like can be put together in one large group called an Area of Interest. For example, people who like to build things out of wood or metal have an interest in the Building and Construction Area. First, read all of the 11 Areas of Interest so that you'll know what they are all about. Then match the jobs in with the Areas of Interest. Be careful, sometimes two or three Areas of Interest can match the same job! Be sure to list all Areas of Interest that match each job!



WORKSHEET A

AREAS OF INTEREST - MATCHING JOBS WITH THINGS YOU LIKE TO DO
The Areas of Interest are listed on next page.

JOBS

_____typist

_____waitress

_____truck driver

_____airline stewardess

_____service station attendent

_____automobile salesman

_____plumber

_____nurse's aide

_____telephone lineman

_____janitor

_____child care assistant

_____hospital orderly

_____beauty operator

_____chef

_____mail carrier

_____secretary

_____interior decorator

_____disc jockey

_____grounds keeper

_____guard or watchman

_____member of band or choir

_____doctor

_____machinist

_____pharmacist

_____farmer

_____rancher

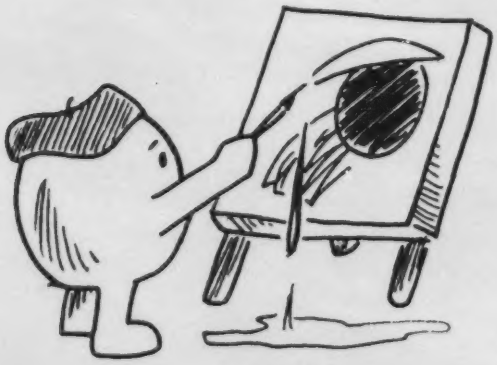
_____fruit grower

_____florist

_____printer

_____cashier

_____bookkeeper



AREAS OF INTEREST

1. AGRICULTURAL - People who have an interest in this area like to work with plants and animals (pigs, chickens, cattle, etc.) growing wheat, flowers, and raising livestock are examples of jobs.

2. ARTISTIC, MUSICAL - People who have an interest in this area like to do creative work. Sketching, painting, cooking, arranging flowers, making posters, designing dresses, taking pictures, singing, are interests included in this area.

3. BUILDING & CONSTRUCTION - People who have an interest in this area like to work with power tools, lumber, blueprints, cement, steel, etc. Building bridges, factories, schools, houses and furniture are examples of these jobs.

4. CLERICAL - People who have an interest in this area like doing office work and record keeping. Typing, shorthand, spelling, filing, and letter writing are interests included within this area.

5. COMPUTATIONAL - People who have an interest in this area like to work with numbers. Mathematics, bookkeeping and playing number games are interests included in this area.

6. HOUSEKEEPING - People who have an interest in this area like to clean, fix and make things sanitary. Cleaning business offices, cleaning windows of buildings, changing linen or making beds in hospitals and nursing homes are examples of these jobs.

7. MECHANICAL - People who have an interest in this area like to work with machines & tools. Working on objects such as bicycles, radios, electrical appliances, care and making articles of wood, metal, leather, etc., are interests included in this area.

8. OUTDOORS - People who have an interest in this area like to work outside most of the time. Interests in this area would include swimming, growing flowers or vegetables, camping, fishing, tennis, collecting rocks, and studying birds.

9. PERSUASIVE VERBAL - People who have an interest in this area like to get people to do or buy something. Selling a product or persuading people are interests which are included in this area.

10. SCIENTIFIC - People who have an interest in this area like to solve problems. Biology, chemistry, physics, studying plants, designing a machine or its parts, studying radio or television are interests included in this area.

11. SOCIAL SERVICE - People who have an interest in this area like to work with people. Ministers, teachers, or counselors are examples of jobs that help people to live better and solve their problems.

UNIT VI

PREVOCATIONAL GUIDANCE

TASK: Increasing knowledge of the range of occupations and examining their function and requirements.

COMPETENCY: Identifying likes and dislikes for occupations by relating experiences to ten types of work activities.

SUGGESTED RESOURCES

1. Filmstrip/cassette tape, "Work Activities," Career Decision-Making Program, Appalachia Educational Laboratory, Inc., McKnight Publishing Company, Bloomington, Illinois.

2. "Career Guidance Filmstrip Guide," Career Decision-Making Program, Appalachia Educational Laboratory, Inc., McKnight Publishing Company, Bloomington, Illinois.

3. Filmstrip Projector

4. Tape Player

5. Screen

6. Worksheet

TASK: Increasing knowledge of the range of occupations and examining their function and requirements.

COMPETENCY: Identifying likes and dislikes for occupations by relating experiences to ten types of work activities.

LEARNING ACTIVITIES

After completing learning activities, student will be able to:

1. Identify at least two occupations in each of the ten basic types of work activity.

2. Develop an understanding of the ten types of work acitivities by relating their experiences to them.

EVALUATION PROCEDURES

The student's completed worksheet will demonstrate that he/she has attempted to relate experiences to the ten types of work activities.

The student's participation in discussion will demonstrate his/her understanding that job satisfaction is related to enjoyment of job activities.

LEARNING ACTIVITIES

1. Counselor gives introduction to filmstrip/tape, "Work Activities."

2. Students view filmstrip and listen to tape.

3. Counselor leads discussion of filmstrip/tape, using questions from "Career Guidance Filmstrip Guide."

4. Counselor gives students Worksheets, elaborates on "Activities Dealing with Things and Objects" and then asks students to list as many occupations as they have observed, and to circle any they think they may like to do. The process is continued until all ten types have been explored.

EVALUATION PROCEDURES

The student's completed worksheet will demonstrate that he/she has attempted to relate experience to the ten types of work activities.

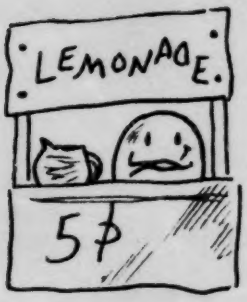
The student's participation in discussion will demonstrate his/her understanding that job satisfaction is related to enjoyment of job activities.

WORKSHEET #1

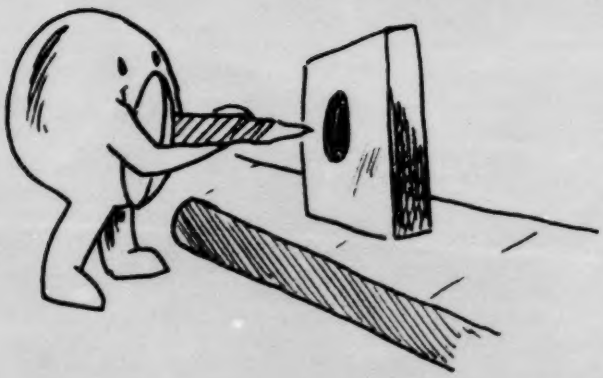
WORK ACTIVITIES

List as many occupations as you can think of under each type of work activity given. Circle those that you think you may like to do.

1. ACTIVITIES DEALING WITH THINGS AND OBJECTS

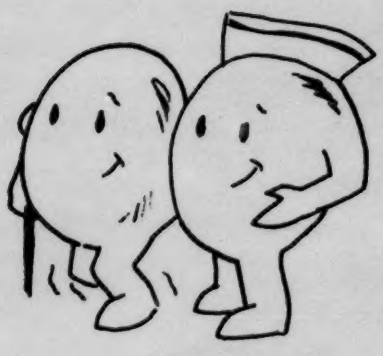


2. ACTIVITIES INVOLVING BUSINESS CONTACT



3. ACTIVITIES OF A ROUTINE, DEFINITE, ORGANIZED NATURE

WORKSHEET #1 (Continued)



4. ACTIVITIES INVOLVING DIRECT PERSONAL CONTACT TO HELP OTHERS

5. ACTIVITIES RESULTING IN RECOGNITION OR APPRECIATION FROM OTHERS

6. ACTIVITIES INVOLVING THE COMMUNICATION OF IDEAS AND INFORMATION

7. ACTIVITIES OF A SCIENTIFIC AND TECHNICAL NATURE

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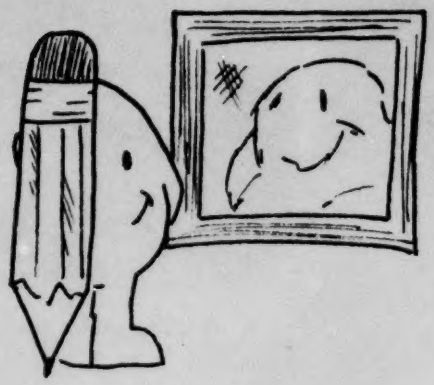
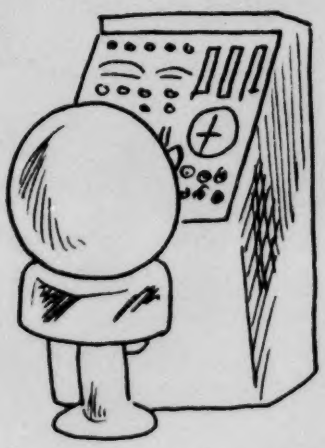
WORKSHEET #1 (Continued)



8. ACTIVITIES INVOLVING CREATIVE THINKING



9. ACTIVITIES INVOLVING PROCESSES, METHODS, OR MACHINES

10. ACTIVITIES INVOLVING WORKING ON OR PRODUCING THINGS

UNIT VII

PREVOCATIONAL GUIDANCE

TASK: To stress an understanding of the importance of interpersonal relationships and their effect in the world of work.

COMPETENCY: To identify how personal feelings affect individuals on the job.

SUGGESTED RESOURCES

1. Book: Exploring Career Decision-Making, David Winefordner, McKnight Publishing Company, Illinois, 1978.

2. Book: Occupational Survival Skills, University of Illinois, 1978.

3. Information Sheet

4. Worksheet

TASK: To stress an understanding of the importance of interpersonal relationships and their effect in the world of work.

COMPETENCY: To identify how personal feelings affect individuals on the job.

LEARNING OBJECTIVES

When the student has completed the following learning activities, he will be able to:

1. Better understand other people's traits.

2. Understand the negative and positive ways of expressing feelings.

EVALUATION PROCEDURES

Evaluate the discussion period.

Evaluate the role playing.

LEARNING ACTIVITIES

1. Discuss the points on Information Sheet I.

2. Counselor conducts Activity A.

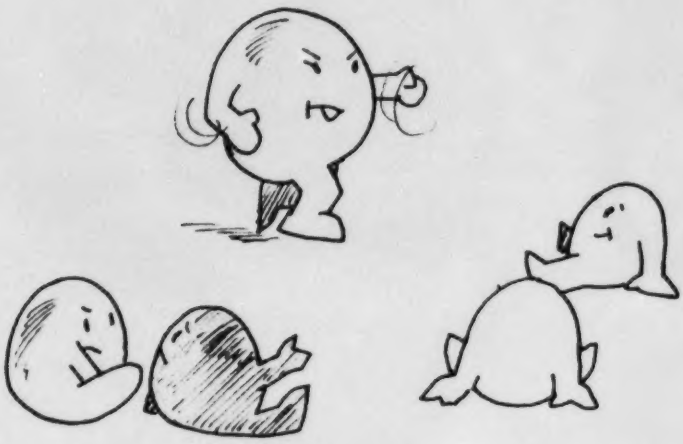
3. Divide into groups and give out Worksheet A. Discuss in groups for five minutes. Report back to class the group discussion facts.

4. Six students act out six different planned situations. Worksheet B

EVALUATION PROCEDURES

Evaluate the discussion period.

Evaluate the role playing.



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INFORMATION SHEET I

RECOGNIZING AND EXPRESSING OUR FEELINGS

More people lose their jobs because they can't get along with their co-workers and employers than for any other reason.

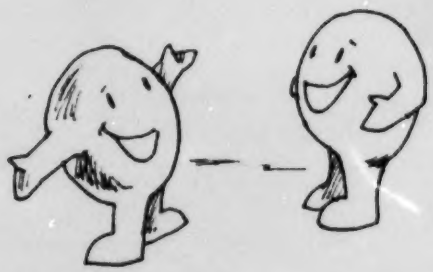
People have feelings both on and off the job.

Problems with interpersonal relations can result when people do not understand other people's feelings.

Workers who recognize and express their own feelings make it easier for others to understand them.

Workers who express their feelings clearly yet tactfully are likely to get along well with others.

Sometimes it is not acceptable to express feelings in a work situation.



ACTIVITY A

FANTASY TRIP

You are going to go on a "fantasy trip." Have students close their eyes and get in a relaxed position. Read the following slowly, pausing frequently so students have time to develop their fantasies.

Think of the last time you did or said something you were sorry for later . . . Who was involved? Get a picture in your mind of the person . . . or persons . . . Now, start from the beginning, and put yourself in the situation again . . . What are you feeling . . . Try to imagine how you look to the other people . . . Now, try to imagine how you look to other people . . . Now, try to imagine what they are feeling . . . What did you feel once it was over? . . .

Now, think of the situation again . . . Go back to the beginning . . . Now figure out a way you could have expressed your feelings without feeling sorry later . . . See yourself expressing your feelings . . . Imagine how you look to the other people . . . Imagine what they are feeling . . . What are you feeling now? . . . What is the difference between the two ways you handled the situation in your fantasy.

1. Ask students to use their fantasy trip and other experiences to think of negative ways which people use to express feelings.

   name calling (You dummy!)

   insulting - (Can't you ever do anything right?)

   Making statements that begin "You always . . . " or "You never . . . " - (You always give the difficult jobs to me! You never think of anybody but yourself!)

2. Ask students if they can add to the list of negative and positive ways of expressing feelings.

3. Discuss the possible results of expressing feelings in a negative way.

   You could be fired.

   You could damage friendships with co-workers.

   You could cause a tense situation.

   You could get a reputation for being "hot headed."

   Others might start avoiding you.

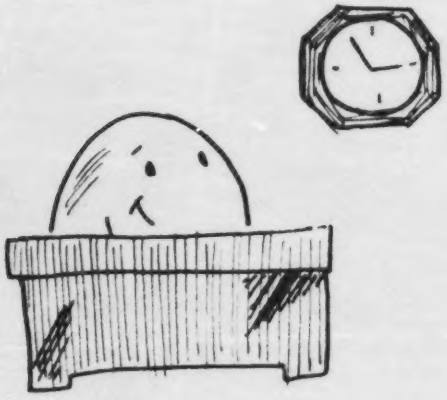
WORKSHEET A

GROUP WORK

Divide students into groups of three and discuss this worksheet. Think of negative and positive ways of expressing feelings in the following situation:

Several of your co-workers have been taking extra time on their lunch breaks. You are the last to go to lunch, and you cannot take your lunch break until they return. Since all workers must be back on the job by 1:30, this means that you have to cut your lunch break short because of them. You have dropped several hints, but it hasn't helped. You are beginning to get quite irritated since you have to hurry your lunch, and you don't have time to relax. Today they are even later than usual, and you have only 15 minuts to eat your lunch.

Discuss



WORKSHEET B

Role Playing

Ask six or more students to act out the following situation:

1. A new student came to your room. How can you help him make friends?
2. A pen has been stolen. A boy you dislike is accused. You saw your friend take it. What would you do?
3. John is your best friend. In Biology class he is always acting up and causing a lot of trouble.
4. Jane is a good friend of yours. You walk to school together. Lately, she has been late--thus making you late. What would you do?
5. In English class you are going to have a test. Joe is in English first period and you have it second. As Joe comes out of class he hands Sally a list of all the answers on the test. She places these answers under her test paper and uses the answers to mark her paper. She made an "A" and you made a "B". What would you do?
6. Milly is always sloppy. She does not take time to comb her hair or wear clean clothing. She does not bath regularly or use deodorant. She keeps flopping her shoes on and off and her feet stink. She chews gum and pops it constantly. You must set beside her in math class. What do you do?

WORKSHEET A

Situation One

Jane was working in the school office during her free period. Someone called and said they needed a copy of John Brown's records. The girls said "You have called the wrong place. You will have to call a music store. The person on the other end of the phone banged down the receiver.

One week later a member of the Board of Education called the principal and confronted him with the "wise guy" answer. The principal explained that the girl was new and that it probably was an honest error. Later, the principal explained to Jane that a record meant a copy of someones school records, a transcript.

1. How did the other person see the situation?
2. How did Jane see the situation?
3. How could Jane have avoided her mistake?
4. How did Jane's mistake affect her relationship with the other person on the phone.

WORKSHEET A

Situation Two

John had been practicing football for a few weeks. One day he went completely to pieces.

The counselor asked him what was wrong. Finally, John said he had just found out he had diabetes.

John only had a mild case. With insulin shots and a special diet, he was able to live a normal life. Soon his work was back to normal, but he had decided to give up the idea of ever playing ball again.

"Up to now," he explained, "I've hardly been sick a day in my life. Now I'll never again be able to see myself as healthy."

John thought that he either was healthy or unhealthy. He could see no middle ground.

1. Was John's decision realistic?
2. How did John's perception change his future?
3. How might another person have handled John's problem?
4. Which points from the list of perceptions are involved here?

WORKSHEET A

Situation Three

Jane lived in Tyler Mountain and drove her car to school on some school days.

Some of the other students who live at Tyler Mountain drove to school also. One said, "I understand you drive from Tyler Mountain to Dunbar High School in 12 minutes."

I said, "I can do that once in a while, depending on traffic."

He said, "I don't believe it."

I said, "But I do it."

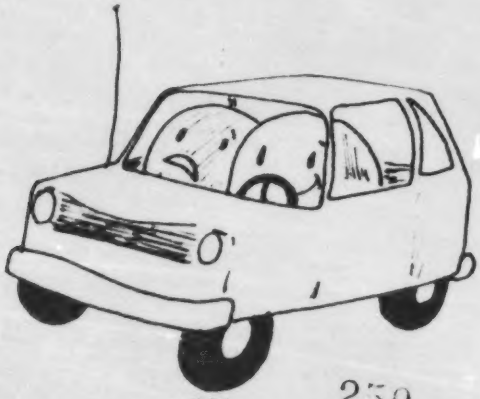
He said, "I'm a much better driver than you are, and I can't do it."

I said, "I'm going to drive on Friday. Why don't you ride along with me?"

So we rode to Dunbar High School in about 12 minutes, and he said "No wonder you can do it. You didn't stay on Route 25!"

Now, Route 25 is the road most people take. It never occurred to my friend that you could take any other road on either side of Route 25.

1. How did each person see the situation differently?
2. Why do you suppose the friend considered Route 25 as the only way from Tyler Mountain to Dunbar High School.
3. What happens when a person doesn't l ok at all sides of a problem?



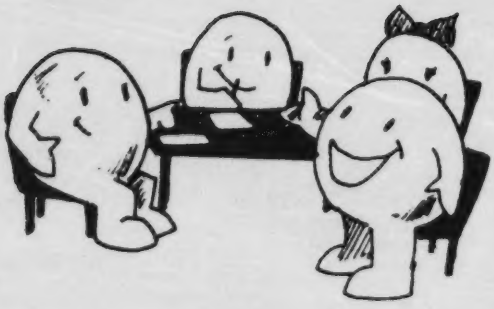
PREVOCATIONAL GUIDANCE

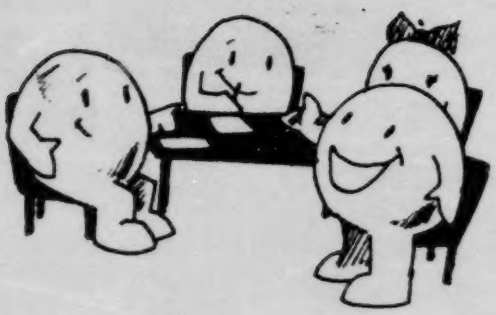
TASK: To stress an understanding of the importance of interpersonal relationships and their effect in the world of work.

COMPETENCY: To identify how perceptions affect our relationships with others.

SUGGESTED RESOURCES

1. Book: Occupational Survival Skills, University of Illinois, 1978.
2. Worksheets





TASK: To stress an understanding of the importance of interpersonal relationships and their effect in the world of work.

COMPETENCY: To identify how perceptions affect our relationships with others.

LEARNING OBJECTIVES

When the students have completed the following learning activities, they will be able to:

1. Know the six points of perception and recognize it in situations.

EVALUATION PROCEDURES

Evaluate the students as they work in groups.

LEARNING ACTIVITIES

1. Read Information Sheet I, the Meaning of Perception.

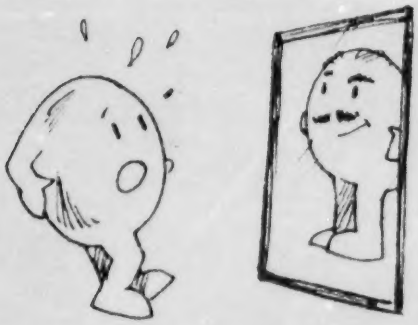
2. Discuss the six points of perception using transparencies.

3. Divide students into three groups and distribute different worksheets to each group. Have the group discuss and answer the questions on the worksheets.

4. Have each group read their case to the class and summarize their discussion, referring to the worksheet question.

EVALUATION PROCEDURES

Evaluate the students as they work in groups.



INFORMATION SHEET I

PERCEPTION

1. Perception is UNIQUE. People see things differently. No two people are alike.

2. Perception is PERSONAL. We see things as we see ourselves. We sometimes see only what we want to see. Our feelings and prejudices determine how we see things.

3. Perception is RELATED TO OUR EXPERIENCES. Our parents, teachers and friends teach us to see things in a certain way. Sometimes we see things wrongly because of our past experiences. We also may make mistakes in our perceptions because we do not have much experience in an area.

4. Perception is SELECTIVE. We often only see part of a situation. For instance, if several things happen, we are most likely to remember the first and last ones. Sometimes when we don't understand something, we either see it as being simpler or more complicated than it really is.

5. How we perceive things DETERMINES WHAT WE DO. For instance, we decide how to act toward another person from our impressions of him/her.

6. Perceptions CAN CHANGE. We see things differently at different times, depending on our moods, where we are, and who we are with. We can also learn new perceptions from new experiences.

Transparency #1 Perception

1. Perception is UNIQUE. People see things differently. No two people are alike.

2. Perception is PERSONAL. We see things as we see ourselves. We sometimes see only what we want to see. Our feelings and prejudices determine how we see things.

Transparency #2 Perception

3. Perception is RELATED TO OUR EXPERIENCES. Our parents, teachers and friends teach us to see things in a certain way. Sometimes we see things wrongly because of our past experiences. We also may make mistakes in our perceptions because we do not have much experience in a certain area.

4. Perception is SELECTIVE. We often see only part of a situation. For instance, if several things happen, we are most likely to remember the first and last ones. Sometimes when we don't understand something we either see it as being simpler or more complicated than it really is.

Transparency #3 Perception

5. How we perceive things DETERMINES WHAT WE DO. For instance, we decide how to act toward another person from our impressions of him or her.

6. Perceptions CAN CHANGE. We see things differently at different times, depending on our moods, where we are, and who we are with. We can also learn new perceptions from new experiences.

Student Worksheet #3 Perception

1. Perception is UNIQUE. People see things differently. No two people are alike.

2. Perception is PERSONAL. We see things as we see ourselves. We sometimes see only what we want to see. Our feelings and prejudices determine how we see things.

3. Perception is RELATED TO OUR EXPERIENCES. Our parents, teachers and friends teach us to see things in a certain way. Sometimes we see things wrongly because of our past experiences. We also may make mistakes in our perceptions because we do not have much experience in an area.

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UNIT VIII
PREVOCATIONAL GUIDANCE

TASK: To analyze career options in relation to the structure and dimensions of the career world.

COMPETENCY: To identify the different types of working conditions in the world of work.

SUGGESTED RESOURCES

1. Department of Labor
2. Exploring Career Decision-Making, David Winefordner, McKnight Publishing Company, Illinois, 1978.
3. Occupational Outlook Handbook, 1978-79.
4. Copy of Worker Trait Groups

TASK: To analyze career options in relation to the structure and dimensions of the career world.

COMPETENCY: To identify the different types of working conditions in the world of work.

LEARNING OBJECTIVES

When the students have completed the following learning activities, they will be able to:

1. Know the seven types of working conditions and relate them to Worker Trait Groups.

EVALUATION PROCEDURES

Evaluate the worksheet on working conditions.

LEARNING ACTIVITIES

1. Review the vocabulary words on Information Sheet I.

2. Discuss the seven working conditions with students.

3. Review the Physical Environment Index and its content on types of working conditions.

4. Complete Worksheet A

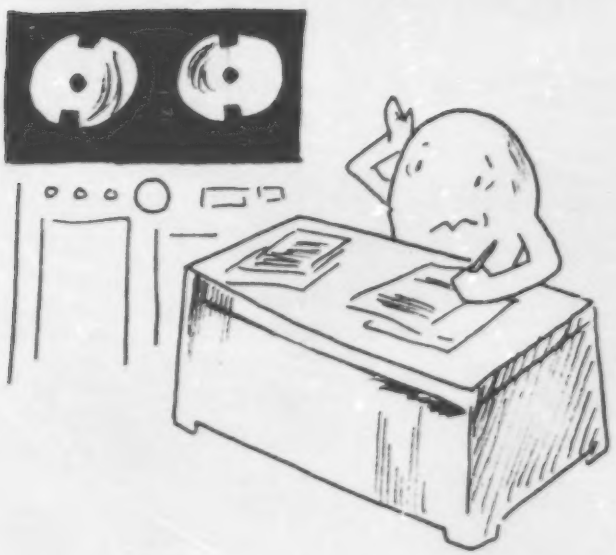
EVALUATION PROCEDURES

Evaluate the worksheet on working conditions.

INFORMATION SHEET I

VOCABULARY WORDS

1. Abrupt - sudden.
2. Oscillating - to move back and forth in a regular way.
3. Extremities - the most distant point or part; end or edge. An extreme distress, need, danger.
4. Noxious - harmful to health or morals
5. Worker Trait Group - a group of occupations which involve similar worker skills and interests.
6. Humid - containing water vapor; damp; moist.
7. Distraction - a condition of being extremely upset; mental distress.



WORKING CONDITIONS

Type No. 1. Inside, Outside, or Both.

I - Inside: Protection from weather conditions but not always from temperature changes. Workers spend about 75 percent or more of their time inside.

O - Outside: No effective protection from weather conditions. Workers spend about 75 percent or more of their time outside.

B - Both: Inside and outside. Workers spend about 50 percent of their time inside and 50 percent of their time outside.

Type No. 2. Extremes of Cold Plus Temperature Changes.

(1) Extremes of cold: Temperatures low enough to cause noticeable bodily discomfort unless the worker is provided with exceptional protection.

(2) Temperature changes: Variations in temperature which are marked and abrupt, causing noticeable bodily reactions.

Type No. 3. Extremes of Heat Plus Temperature Changes.

(1) Extremes of heat: Temperatures high enough to cause noticeable bodily discomfort unless the worker is provided with exceptional protection.

(2) Temperature changes: Variations in temperature which are marked and abrupt, causing noticeable bodily reactions.

Type No. 4. Wet and Humid.

(1) Wet: Contact with water or other liquids.

(2) Humid: Moisture content of the atmosphere high enough to cause noticeable bodily discomfort.

Type No. 5. Noise and Vibrations.

Enough noise, either constant or at intervals, to cause noticeable distraction or possible injury to the sense of hearing. Enough vibrations to cause bodily harm if endured day after day. These vibrations produce movement or strain on the body or its extremities from repeated motion or shock.

Type No. 6. Hazards.

Situations in which the worker is exposed to the certain risk of bodily injury.

WORKING CONDITIONS (Continued)

Type No. 7. Fumes, Odors, Toxic Conditions, Dust, and Poor Ventilation.

(1) Fumes: Smoke or vapors, usually strong smelling, thrown off as the result of combustion or chemical reaction.

(2) Odors: Foul smells, either toxic or nontoxic.

(3) Toxic conditions: Exposure to poisoning dust, fumes, gases, vapors, mists, or liquids causing general or local disabling conditions. These conditions happen as a result of breathing the substance or its action on the skin.

(4) Dust: Air filled with small particles of any kind. The particles may include textile dust, flour, wood, leather, feathers, silica, asbestos, etc. This condition makes the place of work unpleasant or the source of diseases.

(5) Poor Ventilation: Not enough movement of air causing feeling of suffocation or exposure to drafts.

WORKSHEET A

Answer the following question:

1. What are the working conditions for the following workers. Use the Physical Environment Index included in this pac.

Example:

Title	Type	Description
Model	I+B	Inside, Inside and Outside
Security Guard	I+B+6	Inside, Outside, Hazards
Animal Trainer		
Equipment Operator		
Production Worker		
Clerical Handler		
Barber and Beauty Services		
Nurse		
Law		
Business Administrator		
Communications		
Sports		

UNIT IX

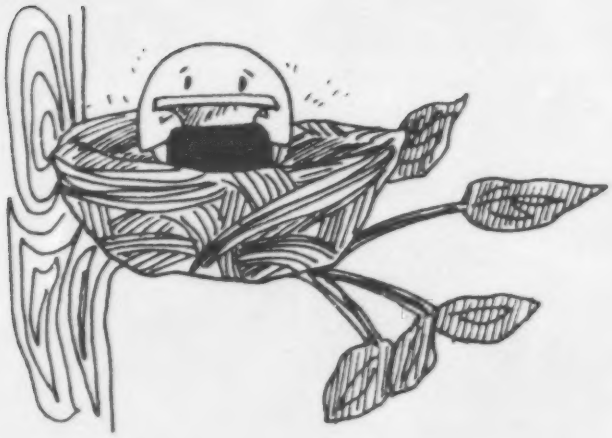
PREVOCATIONAL GUIDANCE

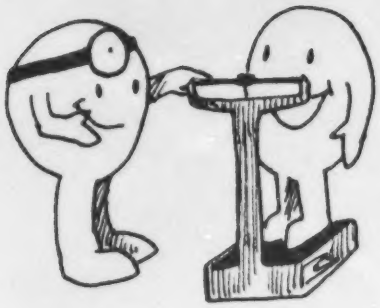
TASK: To analyze career options in relation to the structure and dimensions of the career world.

COMPETENCY: To identify physical demands required by workers in occupational choices.

SUGGESTED RESOURCES

1. Filmstrip projector/screen
2. Cassette tape player
3. Filmstrip and Cassette Tape "Working Conditions and Physical Demands" McKnight Publishing Company.
4. Exploring Career Decision-Making, David Winefordner, McKnight Publishing Company, Illinois, 1978.





TASK: To analyze career options in relation to the structure and dimensions of the career world.

COMPETENCY: To identify physical demands required by workers in occupational choices.

LEARNING OBJECTIVES

When the student completes the following learning activities, he will be able to:

1. List the six types of physical demands and know several jobs related to them.

EVALUATION PROCEDURES

Evaluate students as they portray the various physical demands in work.

UNIT IX

LEARNING ACTIVITIES

1. View the filmstrip "Working Conditions and Physical Demands" and conduct a brief discussion.

2. Divide the class into six groups (about three in each group) and give each group one of the types of physical demands. Allow the groups ten minutes to plan how they will act out all the types of activities portrayed in their physical group. Also, they should name three jobs requiring the physical demands. The six groups are included in this pac.

EVALUATION PROCEDURES

Evaluate students as they portray the various physical demands in work.

PREVOCATIONAL GUIDANCE

TASK: Developing awareness and understanding of the decision-making process and its relation to career choice.

COMPETENCY: Recognizing the different ways decisions are made and the importance of having a decision-making strategy.

SUGGESTED RESOURCES

1. Filmstrip/cassette tape, "Decision Making Part I," Career Decision-Making Program, Appalachia Educational Laboratory, Inc., McKnight Publishing Company, Bloomington, Illinois.

2. "Career Decision-Making Filmstrip Guide," Career Decision-Making Program, Appalachia Educational Laboratory, Inc., McKnight Publishing Company, Bloomington, Illinois.

3. Filmstrip Projector

4. Tape Player

5. Screen

6. An Information Sheet for each student.

7. A Worksheet for each student.

TASK: Developing awareness and understanding of the decision-making process and its relation to career choice.

COMPETENCY: Recognizing the different ways decisions are made and the importance of having a decision-making strategy.

LEARNING OBJECTIVES

After completing learning activities, students will be able to:

1. Recognize five ways that people make decisions.

2. Recognize the importance of using a well-defined strategy when trying to make important decisions.

EVALUATION PROCEDURES

The student's completed Worksheet will demonstrate his/her ability to recognize five ways decisions are made.

The student' participation in discussion will demonstrate his/her understanding of the importance of having a well-defined decision-making strategy.

LEARNING ACTIVITIES

1. Students read Information Sheets. Counselor leads discussion.

2. Counselor introduces filmstrip tape, "Career Decision-Making I." Students view filmstrip and listen to tape.

3. Counselor leads discussion of filmstrip/tape, using questions from "Career Guidance Filmstrip Guide."

4. Students complete Worksheet.

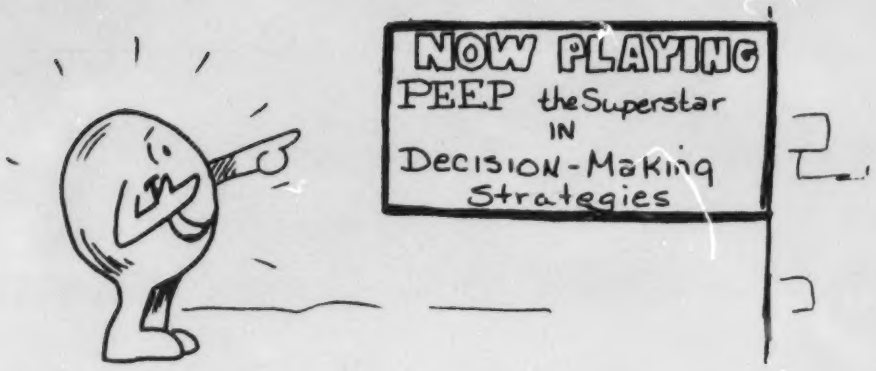
EVALUATION PROCEDURES

The student's completed Worksheet will demonstrate his/her ability to recognize five ways decisions are made.

The student's participation in discussion will demonstrate his/her understanding of the importance of having a well-defined decision-making strategy.

INFORMATION SHEET

DECISION-MAKING



What kind of decision-making act have you put together? When you have a decision to make

Do you let someone else make it for you?

If so, you have a compliant act.

Do you get so confused trying to figure things out that you can't decide anything?

If so, you have an agonizing act.

Do you leave the decision to chance?

If so, you have a chance act.

Do you put off making the decision, often until it is too late?

If so, you have a delayed act.

Do you get all the facts, think of as many possible solutions as you can, and consider the good and bad points of these possible solutions before making the decision?

If so, you have a decision-making strategy -- a super star act.

WORKSHEET

Using the Information Sheet, identify the decision-making act being performed by each of the following students. Write the act in the space provided.

1. John is confused by the many kinds of tape players in the market and can't decide which one to buy.

   _____Act.

2. Wanda goes to cosmotology school because her mother suggested it when Wanda couldn't make up her mind what she wanted to do.

   _____Act.

3. Joe refuses to give any thought to his occupational plans. He believes that if he's in the right place at the right time he'll get the job.

   _____Act.

4. Mike had other things to do, so he didn't take time to think about the possibility of going to the career center next year. When he finally got around to telling his counselor he wanted to take welding, the class was filled.

   _____Act.

5. Becky will finish high school next year. She has explored her interests, abilities, values, and personality traits. She knows that her characteristics match those of nurses. She has wanted to be a nurse for a long time. Now she is gathering all the facts she can find about five nursing schools she is considering.

   _____Act.

WORKSHEET

ANSWER KEY

1. Agonizing
2. Compliant
3. Chance
4. Delayed
5. Decision-Making Strategy or Super Star

UNIT XI

PREVOCATIONAL GUIDANCE

TASK: Developing awareness and understanding of the decision-making process and its relation to career choice.

COMPETENCY: Identifying the steps in a standard decision-making strategy and applying the strategy to hypothetical situations.

SUGGESTED RESOURCES

1. Overhead Projector
2. Transparency, "A Decision-Making Strategy"
3. Information Sheet A for each student
4. Information Sheet B for each student
5. Worksheet #1a for each student
6. Worksheet #1b for each student
7. Workshet #2 for each student

TASK: Developing awareness and understanding of the decision-making process and its relation to career choice.

COMPETENCY: Identifying the steps in a standard decision-making strategy and applying the strategy to hypothetical situations.

LEARNING OBJECTIVES

After completing learning activities, students will be able to:

1. Identify the five steps in a standard decision-making process.

2. Apply the five-step strategy to a hypothetical case.

EVALUATION PROCEDURES

The student's completed Worksheet will demonstrate his/her ability to identify the five steps in the decision-making strategy.

The student's participation in the group will demonstrate his/her ability to apply the strategy to a hypothetical case.

LEARNING ACTIVITIES

1. Counselor introduces steps in decision-making process, using transparency, "Decision-Making Strategy."

2. Counselor gives each student Information Sheet A and Information Sheet B and leads discussion of the steps in Information Sheet B.

3. Counselor explains group assignment.

   a. Each group will have a leader and a recorder, each pre-trained by the counselor. (Counselor selected and trained leaders and recorders the day before. The training sessions took place in the guidance office.)

   b. Each group will be given a situation and a worksheet.

   c. The recorder will record the group's decision and report to the entire class.

4. Counselor assigns students to groups by having them count 1, 2, 3, 4. Leaders and recorders have already received their group numbers.

5. Recorders report group decisions to entire class.

EVALUATION PROCEDURES

The student's completed Worksheet will demonstrate his/her ability to identify the five steps in the decision-making strategy.

The student's participation in the group will demonstrate his/her ability to apply the strategy to a hypothetical case.

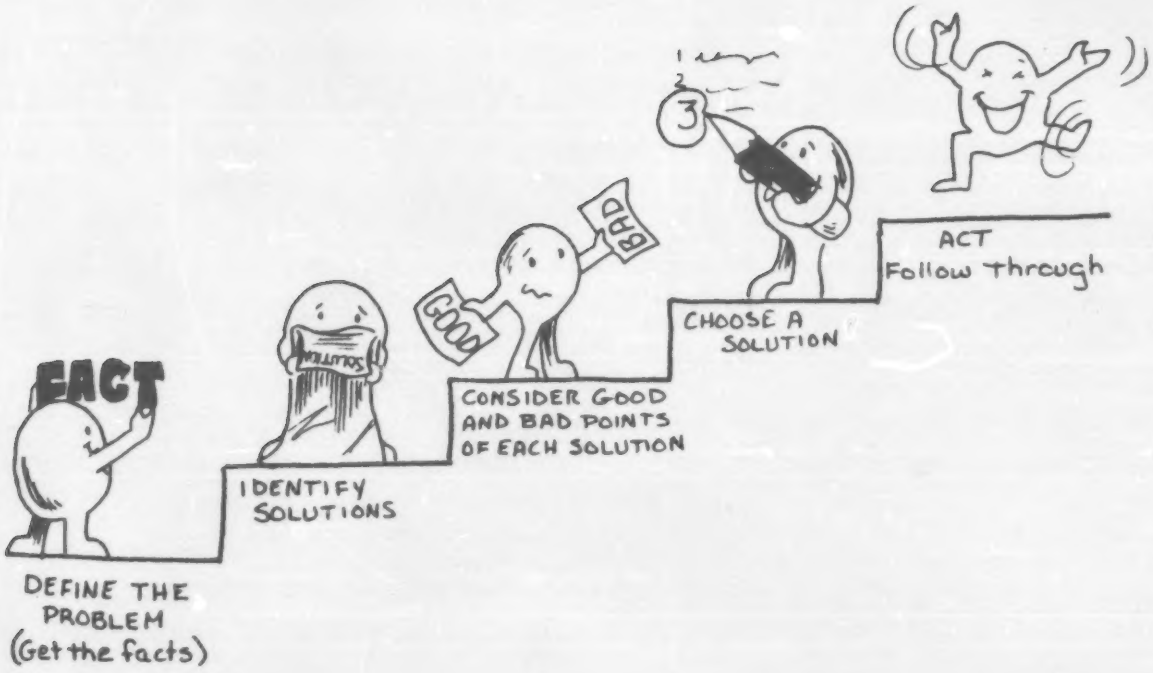
INFORMATION SHEET A

A DECISION-MAKING STRATEGY

KEY WORDS:

DECISION. The action you take to meet a goal or to solve a problem.

STRATEGY. The steps you follow in making a decision.



INFORMATION SHEET B

EXAMPLE OF A DECISION-MAKING STRATEGY

STEP 1. Define the problem. Get the facts.

Jack is near the end of his junior year in high school. He wants a summer job. The money he makes may be used as he wishes.

Factors which will influence his decision are: (1) He would like to make enough money to buy a motorcycle, and (2) He would like to get work experience that would help him decide on an occupation.

STEP 2. Identify solutions.

Jacks needs to find out about possible jobs. These are possibilities:

1. The city is employing you part time to paint curbs, cut grass, etc. He could apply for a job here.

2. Last summer he worked for his uncle as a helper. His uncle was in the air conditioning and heating business.

3. The Volunteer Bureau has asked for youth to work full time at Sunrise. He would conduct guided nature tours and help out in the Children's Museum.

STEP 3. Consider good and bad points of each possible solution.

1. He cannot make much money working for the city and he dislikes the kind of job he would be assigned. Yet, he would enjoy working with some of his friends who will be working for the city.

2. His uncle pays well, but Jack already knows, after last summer's experience that he does not want to be an air conditioning/heating technician.

3. Working as a nature guide would be a new and interesting experience, but the job pays nothing.

Jack is not too happy with any of the the three possibilities. He happens to think that a family friend who has a construction business is building several houses this summer. Since Jack has thought a little about looking into the building construction program at West Virginia State College, he decides that being a helper on the construction site would be the best decision. He calls the friend who says that he will employ Jack, but the pay is not as much as the air conditioning job pays. Jack is to let the friend know next week if he'll take the job.

INFORMATION SHEET B (Continued)

STEP 4. Choose a solution.

Jack makes his decision after discussing the matter with his parents. He will take the construction helper's job.

STEP 5. ACT. Develop a plan of action.

Jack calls the friend and tells him he wants the job. He adjusts his summer activities schedule around the job. He arranges transportation to the job site.

WORKSHEET 1a

PRACTICING THE DECISION-MAKING STRATEGY

Your group assignment is to work through the five-step decision-making strategy in solving a problem. The problem for your group is identified on Worksheet 1b. When the group agrees on an answer for each step, the group recorder will write the answer in the space provided.

STEP 1. Define the problem. Get the facts.

STEP 2. Identify possible solutions.

STEP 3. Consider good and bad points of each solution.

STEP 4. Choose a solution.

STEP 5. ACT. Develop a plan of action.

WORKSHEET 1b

PRACTICING A DECISION-MAKING STRATEGY

DECISION SITUATION FOR GROUP I

Bill wants to become a nurse. He has explored his own characteristics--abilities, interests, values, personality traits--and knows that they are similar to those of nurses. He has visited hospitals, talked with nurses, read material in the guidance office, and observed the nursing program at Ben Franklin. He plans to enroll in the Ben Franklin program next year. Bill's problem is making up his mind where he will go to college for training.

DECISION SITUATION FOR GROUP II

Jill wants to go to cosmetology school. She has no money and her parents cannot afford to send her. She will be a senior next year. What should Jill do?

DECISION SITUATION FOR GROUP III

John thinks he would like to be an engineer. He is having some trouble with college prep math. Math is important in engineering. John really doesn't know too much about what an engineer does, but he admires Mr. Smith who is an engineer.

DECISION SITUATION FOR GROUP IV

Kim is a sophomore in high school. She has only one week to decide what subjects she is going to take next year. She has no idea what to take. What would you suggest that she do.

WORKSHEET #2

CHECKING UP

Unscramble the letters in each of the words. Then draw a line from your unscrambled word to its definition.

S G E T T R Y A

_____

I I C S O D E N

_____

Following are the steps in a decision-making strategy. They are out of order. Write them in order in the space provided below.

Identify possible solutions.

Define the problem.

ACT. Make a plan of action.

Choose a solution.

Consider good and bad points of each possible solution.

1. _____

2. _____

3. _____

4. _____

5. _____

WORKSHEET #2

ANSWER KEY

Strategy. Line drawn to "The steps you follow in making a decision."

Decision. Line drawn to "The action you take to solve a problem."

1. Define the problem.
2. Identify possible solutions.
3. Consider good and bad points of each solution.
4. Choose a solution.
5. ACT. Make a plan of action.

PHYSICAL DEMANDS

Type No. 1. Lifting, Carrying, Pushing, and/or Pulling.

These are the most important "strength" activities. In general, a person able to do one can do them all. They are defined as follows:

(1) Lifting. Raising or lowering an object from one level to another. This activity includes upward pulling.

(2) Carrying. Moving an object from one place to another, usually holding it in the hands, arms, or on the shoulder.

(3) Pushing. Using force upon an object to move it away from the force. This activity includes slapping, striking, kicking, and treadle actions.

(4) Pulling. Using force upon an object to move it toward the force. This activity includes jerking actions.

Type No. 1 may be divided into the following levels of work requirements.

Type No. 2. Climbing and/or Balancing.

(1) Climbing. Going up or down ladders, stairs, scaffolding (a raised structure to hold workers or building materials), ramps, poles, ropes, etc. It involves using feet and legs and/or hands and arms.

(2) Balancing. Maintaining control of the body to keep from falling when walking, standing, crouching, running or performing gymnastic feats. This activity is done on narrow, slippery, or moving surfaces.

Type No. 3. Stooping, Kneeling, Crouching, and/or Crawling.

(1) Stooping. Curving the body downward and forward by bending the spine at the waist.

(2) Kneeling. Getting down on the knee or knees.

(3) Crouching. Curving the body downward and forward by bending the legs and spine.

(4) Crawling. Moving about on the hands and knees or hands and feet.

Type No. 4. Reaching, Handling, Fingering, and/or Feeling.

(1) Reaching. Stretching out the hands and arms in any direction.

(2) Handling. Taking hold of an object, turning it, or otherwise working with the hand or hands. It does not include fingering.

(3) Fingering. Picking, pinching, or otherwise working mostly with the fingers rather than with the whole hand as in handling.

(4) Feeling. Becoming aware of the size, shape, temperature, or texture of objects and materials by using the hands and fingertips.

Type No. 5. Talking and/or Hearing.

(1) Talking. Expressing or exchanging ideas by means of the spoken word.

(2) Hearing. Perceiving sounds and/or information by means of the ear.

Type No. 6. Seeing.

Becoming aware of the shape, size, distance, motion, or color of objects by using the eyes. The major function of the eyes are defined as follows:

(1) Acuity. Far--having a clear vision at 20 feet or more. Near--having a clear vision at 20 inches or less.

(2) Depth perception. Recognizing the length, width, or thickness of objects. Judging distance and space relationship so as to see objects where and as they actually are.

(3) Field of vision. Seeing the surrounding area, up and down and right and left, while the eyes are fixed on a given point.

(4) Accommodation. Adjusting the eye's lens to bring an object into sharp focus. This is especially important when doing close work at varying distances from the eye.

(5) Color vision. Seeing likenesses and differences among colors.